



NIGERIAN JOURNAL OF BUSINESS EDUCATION

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

ISSN: 2408-4816

Volume 7 No 2

October 2020

Published by the:

Association of Business Educators of Nigeria



NIGERIAN JOURNAL OF BUSINESS EDUCATION

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ISSN: 2408-4816

Published by the:

Association of Business Educators of Nigeria

Available on-line at www.nigjbed.com.ng

Designed & Printed in Nigeria by:

RUPEE-COM PUBLISHERS & COY

Asaba, Delta State.

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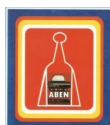
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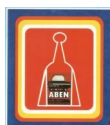
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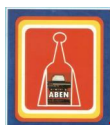


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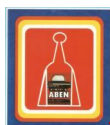
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STRATEGIES FOR THE ENHANCEMENT OF ORGANIZATIONAL PERFORMANCE THROUGH BEHAVIOURAL MODIFICATION TECHNIQUES

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Abstract

This study investigated the extent to which public secondary school administrators utilize behavioural modification strategies in enhancing organisational performance. The study adopted a descriptive survey design. The population of the study consisted of all 81 school administrators of public secondary schools in Port Harcourt Local Government. A total of 67 respondents comprising 27 and 40 school administrators of public senior and junior secondary school respectively were used for the study based on the number of instrument retrieved. Data collection instrument was a 30 item questionnaire, in 4 clusters drafted using a 4 point scale titled “Behaviour Modification Technique and Organizational Performance Questionnaire (BMTOPQ). A reliability coefficient of 0.79 was obtained using test-retest method. Validity was conducted by two experts from the departments of business education. Data was analyzed using mean for the research questions and z-test for the hypothesis. Findings from the study identified areas for the application of behavioural modification strategies in public secondary schools, also, that positive reinforcement strategies are utilized to a high extent for the enhancement of organizational performance while the extent to which punishment is generally used is low. Based on the findings it was concluded that behaviour modification practice is an important factor that can improve employee as well as organizational performance. Thus it was recommended among others that school administrators should try to adopt positive reinforcement which will enhance quality of work and increased in employee satisfaction and performance.

Keyword: Organizational Performance, Behaviour, Reinforcement, Behaviour Modification



Introduction

Everything has a function and it is the quality of its function that creates its ultimate benefit. Thus, the greatest benefit of any organization is its ability to achieve set goals. It is clear that human resources are the most valuable and important assets of any organization. This is because an organization may have the best set of investment opportunities, material resources and equipment but without competent employees at their disposal, the organization cannot harness or exploit these resources. The success and growth of any organization depends to a large extent on how employees in the organization are managed to ensure high performance. It thus follows that organizational performance is the sum of all employee performance. This implies that if employees are performing to the desired standard, overall organization performance will also be increased. However, it is the duty of the administrator to enhance the performance of individual members of organizations by ensuring that desired behaviours are reinforced and undesired behaviours are weakened, sharpened or eliminated. This task of sharpening the behavior of individuals in the organization to conform to organizational standards is what is referred to as “Behavior Modification”.

Behaviour Modification is the term for the use of behaviour change techniques demonstrated empirically either to increase or decrease the frequency of a behaviour, like altering the behaviour of an individual and reactions to stimuli through positive and negative reinforcement of adaptive behaviour and/or the reduction of behaviour through its extinction, punishment and/or satiation (Kondaikar, 2007). Golnaz (2015) wrote that behaviour modification has been shown to improve job performance, promote safe behaviours, reduce accidents in work place, improve customer service, and assist employees in identifying and improving on a range of more functional behaviour in the workplace. This principle traces back to the works of two pioneering psychologists: Edward Thorndike's Law of Effect and B. F. Skinner's Operant Conditioning Theory. Edward Thorndike's Law of Effect states that behaviour with favourable consequences is repeated, while behaviour with unfavourable consequences tends to disappear. Skinner's Operant Conditioning argues that individuals emit a new behaviour to deal with new environmental conditions and the behaviour itself is strengthened by its consequences. According to Koko (2010) Skinner's Operant Conditioning is guided by major principles such as: desired behaviour can be reinforced by reward, desired patterns of behaviour can be



sharpened by rewarding successive approximations to the desired behaviour, undesired behaviour can be extinguished through lack of reinforcement and undesired behaviour can be discouraged through negative reinforcement.

Organizational Behaviour Modification Techniques can be used for motivating the employees as well as for enhancing organizational performance (Avinash, Rajendra, Nishith, 2013). A variety of behaviours in organization can be sharpened, enhanced and developed through these techniques which deal with changing behaviour through rewards or punishments. Halper (2015) wrote that behaviour modification makes administrators become conscious motivators, who analyze employee behaviour for substantial improvement in specific areas such as absences, tardiness and error rates. There are four basic behaviour modification techniques: positive reinforcement, negative reinforcement, extinction, and punishment.

Positive Reinforcement is a technique that elicits and strengthens new behaviors by adding rewards and incentives instead of eliminating benefits (Derek, 2008). It can be applied in workplace through fringe benefit, promotion chances and pay. An employee for example, may find that when high quality work is done, the manager gives a reward of recognition since the employee likes recognition as a pleasant consequence, behaviour is reinforced and the employee tends to do high quality work again. To improve job performance, the management must apply a program of positive reinforcements (Brandon, 2012). Orogbu, Onyeizugbe, Onwuzuligbo, and Agu (2016) advised that to effectively enhance organizational performance, it is important that efforts of teachers in public secondary schools are recognized, acknowledged, praised, rewarded and positively reinforced by management. These according to the authors are major tenets of behaviour modification as situations where desired behaviour and efforts are not reinforced will lead to low performance.

Negative reinforcement takes place when individuals learn to avoid or escape from unpleasant consequences in the workplace. For example, when an employee avoids accidents in the workplace in order to escape safety warnings, ceasing required overtime when staff regularly meets their quota, no longer requiring employees to check in twice a day when their performance meets desired standard. Negative reinforcement strengthens and increases behaviour by the termination or withdrawal of an undesirable consequence (Surendra, 2008).



Punishment is a tool used to remove unwanted or undesired actions and it can be used to decrease the intensity of behaviour (Hall, 2013 in Leong & Rashad, 2014). Punishment weakens behaviour by following behaviour with undesirable consequences. A study carried out by Siang (2012) to investigate employees' punctuality to work, revealed that employees who were penalized for being late to work were later found to be effective. The percentage of employees who are late dropped 66% and 55% of them actually reported to work earlier. However, Williams (2007) pointed out that though punishment can weaken undesirable behaviour, managers must be careful to avoid the backlash that occurs when employees are punished at work.

Extinction is a reinforcement strategy in which a positive consequence is no longer allowed to follow a previously reinforced behaviour. By removing the positive consequences, extinction weakens the behaviour making it less likely to occur (Williams, 2007). For example, giving reward when the organization performs well, and not giving any reward when the organization performs poorly. It can be concluded that the Principals can gain the benefits of extinction by simply ignoring undesirable employee behavior. This study therefore, was carried out to seek the opinions of school administrators of public secondary schools in Port Harcourt to determine the extent to which positive reinforcement and punishment behaviour modification techniques are utilized in enhancing organizational performance.

Statement of Problem

Behaviour Modification is increasingly drawing the attention of managers and administrators in shaping behaviour of employees they deal with constantly in the organization. Educational institutions like any other organization are established to achieve high level performance making the behaviour of staff in the school environment paramount in determining the extent to which performance goals are actually achieved. However, human behaviour as essential as it seems is one of the most frequently overlooked elements in achieving performance goals in public secondary schools. Observation has shown that a great level of gross misconduct among teachers of public secondary schools in terms of commitment; efficiency, devotion to duty, punctuality, productivity, as well as performance. Kelly and Pohl (2018) also lamented that despite the acceptance of more severe punitive measures in schools, these measures have not provided the desired results. In the light of this, this study was carried out to determine the extent to which school administrators of



public secondary schools in Port Harcourt use positive reinforcement and punishment as behavioural modification techniques to enhance organizational performance.

Research Questions

The following research questions guided the study:

What are the areas for the application of behaviour modification techniques in public secondary schools?

To what extent do school administrators of public secondary schools enhance organizational performance through positive reinforcement technique?

To what extent do school administrators of enhance organizational performance through punishment technique?

What are the benefits of using behaviour modification technique for the enhancement of organizational performance?

Hypotheses

The following hypotheses were formulated to guide the study:

There is no significant difference in the mean response of school administrators on the areas for the application of behaviour modification techniques in public secondary schools.

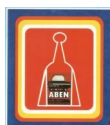
There is no significant difference in the mean response of school administrators on the extent organizational performance is enhanced through positive reinforcement technique.

There is no significant difference in the mean response of school administrators on the extent organizational performance is enhanced through punishment technique.

There is no significant difference in the mean response of school administrators on the benefits of using behaviour modification techniques for the enhancement of organizational performance.

Method

The study adopted the descriptive survey design, considered appropriate for seeking the opinion of school administrators. The study was carried out in Rivers state, specifically Port Harcourt Local Government Area. The population of the study comprised of 81 administrators of 27 public secondary schools in Port Harcourt



Local government area. The researcher adopted purposive sampling technique as such the entire population was studied due to its manageable size. A structured questionnaire of 30 items titled “Behaviour Modification Technique and Organizational Performance Questionnaire (BMTOPQ) in four clusters, A, B, C, and D was used for data collection. The questionnaire adopted a modified four point rating scale with options: very High Extent (VHE-4points), High Extent (HE-3points), Moderate Extent (ME-2points), and Low Extent (LE-1point) for research questions two and three and Strongly Agree (SA-4points), Agree (A-3points), Disagree (D-2points), and Strongly Disagree (SD-1point) for research questions one and four. The 81 copies of questionnaires were administered; however, only 67 were retrieved (27 senior school administrators and 40 junior secondary school administrators) and used for data analysis. The initial copy of the questionnaire was subjected to face and content validity by two research experts in Business Education. The reliability of the instrument was obtained using test-retest method and a coefficient 0.79 was obtained. Mean and standard deviation was used to answer the research questions, while z-test was used to test the hypotheses. Mean scores of 2.50 and above were considered as high extent and accepted while those below 2.50 were considered as low extent and rejected. The decision rule for testing the hypotheses was that if calculated z-value is less than the critical z-value, the hypothesis was upheld and rejected if calculated z-value is greater than critical z- value.

Results

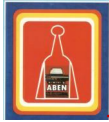
Research Question 1

What are the areas for the application of behaviour modification techniques to enhance organizational performance in public secondary schools?

Table 1: Mean ratings on areas for the application of behaviour modification to enhance organizational performance in public secondary schools. (N=67)

S/N	Items	Mean	SD	Senior Decision	Mean	SD	Junior Decision
1	Tardiness	3.68	0.99	Accepted	3.45	0.80	Accepted
2	Absenteeism	3.88	0.97	Accepted	3.37	1.02	Accepted
3	Lack of devotion to duty	2.97	0.95	Accepted	3.05	0.96	Accepted
4	Employee ineffectiveness	2.62	1.03	Accepted	3.10	0.98	Accepted
5	Low employee performance	2.90	0.87	Accepted	2.75	1.01	Accepted
Grand Mean		3.21	0.96	Accepted	3.14	0.95	Accepted

Source: Research Data, 2019



Data in table 1 shows all the items with mean values ranging from 2.62 to 3.88 and above the criterion mean score of 2.50, indicating the agreement of the respondents on all areas for application of behaviour modification techniques and strategies to enhance organizational performance.

Research Question 2

To what extent do school administrators enhance organizational performance through positive reinforcement technique?

Table 2: Mean ratings on the extent school administrators enhance organizational performance through positive reinforcement technique. (N=67)

S/N	Positive Reinforcement Strategies	Mean	SD	Senior Decision	Mean	SD	Junior Decision
1	Giving rewards for desired behaviour	3.43	1.05	HE	3.41	0.80	HE
2	Praising high performing staff	3.47	0.97	HE	3.17	1.02	HE
3	Open recognition in front of other staff	3.04	0.95	HE	3.46	0.96	HE
4	Recommending staff for Promotion	3.89	0.87	HE	3.56	0.98	HE
5	Thanking high performing staff	3.30	0.87	HE	3.04	1.01	HE
6	Making staff a positive reference point	3.28	1.03	HE	3.51	0.99	HE
7	Giving staff special privilege	3.87	0.89	HE	3.10	0.98	HE
8	Appreciating staff with gift items	3.09	0.78	HE	3.34	0.74	HE
9	Recommend staff for training	3.39	0.62	HE	3.20	0.82	HE
10	Giving awards to outstanding staff at the end of the session	3.50	0.70	HE	3.30	0.85	HE
Grand mean		3.43	0.87	HE	3.30	0.92	HE

Source: Research Data, 2019

Table 2 shows the extent to which administrators of public secondary schools use positive reinforcement behaviour modification strategies to enhance organizational performance. The table revealed that all the listed strategies were highly utilized in the enhancement of performance with a grand mean of 3.43 and 3.30 for administrators of public senior and junior secondary school respectively.

Research Question 3

To what extent do school administrators enhance organizational performance through punishment technique?

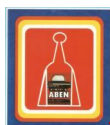


Table 3: Mean ratings on the extent school administrators enhance organizational performance through punishment technique. (N=67)

S/N	Punishment Strategies	Mean	SD	Senior Decision	Mean	SD	Junior Decision
1	Issuing a written query to the staff	2.57	0.56	HE	2.50	0.46	HE
2	Placing the staff on suspension without pay	1.63	0.88	LE	1.70	0.70	LE
3	Demoting the staff to a lower position	2.35	0.63	LE	2.15	0.82	LE
4	Denial of rights, privileges and incentives	2.67	0.96	HE	2.55	0.63	HE
5	Giving the staff an open rebuke	3.09	0.75	HE	2.95	0.94	HE
6	Transfer of staff to remote or hardship areas	3.00	0.78	HE	3.01	0.67	HE
7	Recommend staff salary cut	2.10	0.96	LE	2.05	0.94	LE
8	Making the staff redundant	3.09	0.78	HE	3.24	0.4	HE
9	Recommending staff for psychological counseling and evaluation	1.93	0.63	LE	1.91	0.82	LE
10	Outright termination of staff appointment	1.87	0.85	LE	1.83	0.87	LE
Grand mean		2.40	0.60	LE	2.38	0.76	LE

Source: Research Data, 2019

Table 3 shows the responses of public secondary school administrators on the extent punishment technique is used to enhance organizational performance. The result revealed that punishment strategies such as issuing of query, denial of staff rights, privileges and incentives, giving open rebuke, transfer of staff to remote or hardship areas and making the staff redundant are used to a high extent to enhance performance while punitive strategies such as placing the staff on suspension without pay, demoting the staff to a lower position, recommending staff for salary cut, recommending staff appointment with mean scores lower than 2.50 were rated low. However, the grand mean of 2.40 and 2.38 for administrators of public senior and junior secondary school respectively indicated that punishment as a behaviour modification technique is generally used to a low extent in enhancing organizational performance.

Research Question 4

What are the benefits of using behaviour modification technique for the enhancement organizational performance?

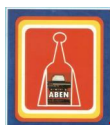


Table 4: Mean ratings on the benefits of using behaviour modification technique for enhancement organizational performance . (N=67)

S/N	Statements	Mean	SD	Senior Decision	Mean	SD	Junior Decision
1	Promotes employee commitment and effectiveness.	2.52	0.45	Accepted	2.76	0.86	Accepted
2	Promotes good employer/ employee relationship	2.58	0.69	Accepted	3.09	0.88	Accepted
3	Encourages employee recognition	2.91	0.99	Accepted	2.86	0.92	Accepted
4	Motivates employees for higher performance	2.68	0.87	Accepted	2.91	0.99	Accepted
5	Improves and employee job/ organizational performance.	2.86	1.01	Accepted	2.68	0.87	Accepted
6	Grand Mean	2.71	0.80	Accepted	2.86	0.90	Accepted

Source: Research Data, 2019

Table 4 revealed that respondents agreed to all the statements on the benefits of using behaviour modification techniques for enhancing organizational performance in public secondary schools with a grand mean of 2.71 and 2.68 for administrators of public senior and junior secondary schools in Port Harcourt respectively.

Hypothesis 1

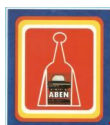
There is no significant difference in the mean responses of school administrators on the areas for the application of Behaviour Modification Techniques in public secondary schools.

Table 5: z-test analysis of school administrators on the areas for the application of behaviour modification techniques in public secondary schools

Respondents	N	Mean	SD	DF	P	z-Cal	z-Cri	Decision
Administrators of Public Senior Secondary Schools	27	3.21	0.96	65	0.05	1.09	2.00	Accepted
Administrators of Public Junior Secondary Schools	40	3.14	0.95					

Source: Field Survey Data 2019.

Results in table 5 indicate no significant difference in the mean responses of school administrators of public senior and junior secondary schools in Port Harcourt as regards areas for the application of behaviour modification techniques. The result shows a z-calculated value of 1.09, which is less than the z-critical valve of 2.00 with degree of freedom of 65 and 0.05 level of significance. Thus the null hypothesis is upheld.



Hypothesis 2

There is no significant difference in the mean responses of school administrators on the extent organizational performance is enhanced through positive reinforcement technique.

Table 6: *z-test analysis of school administrators on the extent organizational performance is enhanced through positive reinforcement technique.*

Respondents	N	Mean	SD	DF	P	z-Cal	z-Cri	Decision
Administrators of Public Senior Secondary Schools	27	3.43	0.87	65	0.05	0.54	2.00	Accepted
Administrators of Public Junior Secondary Schools	40	3.30	0.92					

Source: Field Survey Data 2019.

Table 6 presents the z-test analysis of administrators of public senior and junior secondary schools on the extent organizational performance is enhanced through positive reinforcement technique. The table showed that the z-calculated value of 0.54 is less than the z-critical value of 2.00. Therefore, the null hypothesis was accepted, implying that there was no significant difference in the mean responses of school administrators of public senior and junior secondary schools in Port Harcourt.

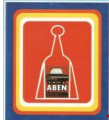
Hypothesis 3

There is no significant difference in the mean responses of school administrators on the extent organizational performance is enhanced through punishment technique. **Table 7:** *z-test analysis of school administrators on the extent organizational performance is enhanced through punishment Technique.*

Respondents	N	Mean	SD	DF	P	z-Cal	z-Cri	Decision
Administrators of Public Senior Secondary Schools	27	2.40	0.60	65	0.05	0.11	2.00	Accepted
Administrators of Public Junior Secondary Schools	40	2.38	0.76					

Source: Field Survey Data 2019.

Table 7 shows a z-calculated value of 0.11, against the z-critical value of 2.00. Since the calculated value is less than the table value, the null hypothesis is upheld that there is no significant difference in the mean rating of school administrators of public senior and junior secondary schools on the extent to which they enhance organizational performance through punishment behaviour modification technique.



Hypothesis 4

There is no significant difference in the mean response of school administrators (principals and vice-principals) of public secondary schools in Port Harcourt Local Government Area of Rivers State on the benefits of using behaviour modification technique in enhancing organizational performance in public junior secondary schools in Rivers State.

Table 8: *z-test Analysis of school administrators on the benefits of using behaviour modification technique in enhancing organizational performance*

Respondents	N	Mean	SD	DF	P	z-Cal	z-Cri	Decision
Administrators of Public Senior Secondary Schools	27	2.71	0.80	65	0.05	-0.13	2.00	Accepted
Administrators of Public Junior Secondary Schools	40	2.86	0.90					

Source: Field Survey Data 2019.

The z-calculated value of -0.13 is less than the z-critical value of 2.00 at 0.05 level of significance and degree of freedom of 65, the hypothesis is therefore accepted and conclusion made that there is no significant difference in the mean rating of school administrators of public senior and junior secondary schools on the benefits of using behaviour modification technique in enhancing organizational performance in public junior secondary schools in Rivers State.

Discussion

The findings of the study from research question 1 identified the areas for the application of behaviour modification technique in public secondary schools. The results agreed with the opinion of Kondaikar (2007), Surendra (2008), Smirti (2016) and Orogbu *et al* (2016) that behaviour modification techniques can be applied to improve employee productivity, absenteeism, tardiness, safety and accident prevention, employee satisfaction, commitment, profitability, promptness, complaints, constructive criticism as well as improve performance. This therefore implies that behaviour modification strategies can also be applied in public secondary schools to curb tardiness, absenteeism, lack of devotion and commitment, ineffectiveness as well as low productivity and performance among teachers.



The study equally revealed in research question 2, a high extent of the use of positive reinforcement technique in enhancing organizational performance by school administrators in public secondary schools. This finding aligns with the views of Leong and Rashad (2014), Orogbu, *et al* (2016), as well as Kelly and Pohl (2018) that positive behaviour modification techniques are more effective than punishment and have been found to be effective in improving behaviour and school safety. That applying positive reinforcement method affords management greater possibility of modifying organizational behaviour in more consistent and productive ways. Therefore, to improve job performance, management must apply a program of positive reinforcements.

Research question 3 revealed the extent to which punitive technique is used to enhance organizational performance. Findings revealed that behaviour modification strategies are only utilized to a low extent. This finding aligns with the views of Surendra (2008) as well as Kelly and Pohl (2018) that despite the acceptance of more severe punitive measures in schools, these measures have not provided the desired results. Although punishment may be necessary sometimes to discourage undesirable/negative behaviour, it should be used with caution because it has certain limitations. However, it contrasts with the opinion of Leong and Rashad (2014) that although punishment is often not favoured as a behaviour modification technique, it has been proven to be effective when applied to areas like tardiness in organizations. The author added that often times those who are given penalty show better discipline. Golnaz (2015) also pointed out that for punishment to be effective; employees need to see a strong connection between the behaviour and the punishment.

The study also revealed from research question 4 the benefits of using behaviour modification techniques in enhancing organizational performance in public secondary schools. The study identified promoting employee commitment and effectiveness, promoting good employer/employee relationship, employee recognition, motivation of employees, and improving organizational performance as benefits of using behaviour modification techniques. This finding agrees with Golnaz (2015) that behaviour modification has been shown to improve job performance, promote safe behaviours, reduce accidents in work place, improve



customer service, and assist employees in identifying and improving a range of more functional behaviour in the workplace. Also, the study is line with Halper, (2015) that behaviour modification makes managers become conscious motivators, encourages managers to analyze employee behaviour to achieve substantial improvement in areas such as absences, tardiness and error rates.

Conclusion

The study identified behaviour modification as a powerful tool in shaping the behaviour of employees towards organizational performance. It was concluded behaviour modification plays an essential part in enhancing employee performance and is an effective means to reduce problem behaviours shown by employees in any organization. Effectiveness and performance are most highly emphasized nowadays; this is why it is so important for school administrators to understand and utilize behaviour modification techniques to encourage employees to behave positively in areas such as tardiness, absenteeism, low productivity and lack of devotion to duty.

Recommendations

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

School administrators should strive enhance organizational performance through the application of appropriate behaviour modification techniques in the areas identified in this study.

Ministry of education, schools board and school administrators should adopt positive reinforcement which will lead to increased quality of work, increased employee satisfaction and desirable performance.

Punishment as a behaviour modification technique should only be applied as a last resort and the connection between the behaviour and the consequences properly defined.

Management should ensure to use the right reinforcement strategy at the right time; this implies that reinforcement should immediately follow the act of behaviour.

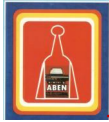


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HUMAN RESOURCE AS DETERMINANT OF BUSINESS EDUCATION CURRICULUM IMPLEMENTATION

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Abstract

This study sought to examine the influence of human resources on business education curriculum implementation in Kwara State. Three purposes and research questions were formulated to guide the study. The study adopted the survey research design. The population consists of 51 business education lecturers in all the six tertiary institutions that run Business Education programme in Kwara State. There was no sampling since all the lecturers were used for the study. A structured questionnaire with a 4-point scale containing 20 items was used for the study. The internal consistency of the instrument was determined using Cronbach Alpha. The reliability coefficient was calculated to be 0.81. The research questions were analyzed using frequency counts, mean, standard deviation and percentage, while the hypotheses was analyzed using t-test and Correlation Analysis. The findings revealed that human resources, though not fully available, but are moderately available in tertiary institutions in Kwara State, it further discovered that Inadequate instructional materials, under-funding, inadequate computer facilities, overburdened of lecturers and poor motivation of academic staff are factors affecting the effective business education curriculum implementation process. The study however recommended among others that government should recruit more academic staff and should constantly and fully support the financial needs of tertiary institutions so as to aid effective implementation of business education curriculum.

Introduction

The quality and quantity of human resources determines a nation's growth and development. There is no time in history that business organisations ever existed without individuals being involved in coordinating the activities of such organisation. The development of any society is, therefore hinged on the development of its human resources (Oni, 2010). Human resource is the most vital and useful resource in any organization. The absence of human resource in an



organization renders the rest of the resources such as financial resources, material resources and many other resources useless. Meanwhile, curriculum implementation can be challenging, therefore the involvement of all necessary human resources, especially individuals who are directly involved in student instruction, are a vital piece in successful curriculum implementation. So, this paper will focus on Teachers as human resource in education, business education curriculum and the influence of teachers on business education curriculum implementation process.

Human resources in education refer to the lecturers or teachers, academics and the non-academics staffs of an educational institution. Every educational system at every level depends heavily on the human resources for execution of its programme. Uwheraka (2009) stated that teachers are the critical resources for effective implementation and realization of the educational policies and objectives at the practical level of classroom. A manager, whether in private or public sector, who underrates the critical role and underplays the importance of people in goal achievement, can neither be effective nor efficient (Chiriswa, 2012). It is the teacher who ultimately interprets and implements policy as represented in the school curriculum, which is designed to actualize educational goals (Arubayi, 2017). Maintaining and improving educational standards is only possible through teachers. Teachers therefore are the most indispensable entity in the school. They are the greatest aid to learning. The shortage or poor management of teachers reduces the extent to which the curriculum can be delivered effectively. It should be noted that the major premise of human resources in education is that the end results of the educative process will be determined by the effectiveness of the teachers who facilitate learning for self-actualization and national development.

Business education is an aspect of vocational technical education which involves the study of techniques and science oriented skills, attitude and knowledge which enable the individual to be employed or be self-employed. In the view of Onyesom, (2012) described business education as an integral part of the general education which emphasizes skills and competencies that are acquired for use in offices and business worlds. In his assertion, Aliyu (2010) considers business education as the education for the development of skills and competencies, attitudes and attributes which is necessary efficiency of the economic system. Azih (2011) asserted that business education encompasses a number of specialist area like office technology and



management, accounting and marketing. From the foregoing it can be seen that business education is aimed at developing individuals that required knowledge skills and competencies for efficient performance to meet the changing needs of the society.

Human resources in business education programme refers to the academic and non-academic staffs, that is, business education lecturers and the non-academic staffs in business education departments in tertiary institutions, as they facilitates the implementation of business education curriculum. Fajana (2009) further stated that the human resource in education includes the teaching (lecturers and teachers) and the non-teaching staff (administrative staff in the ministries of education and their parastatals, the administrative staff of the various levels of institutions and their support staff). Inferring from the above, it is therefore clear that the academic and non -academic staff of business education across the tertiary institutions are human resources because they have abilities, knowledge and skills to perform their various respective duties or functions such as teaching, research, safeguarding educational resources and many other functions. From the foregoing, it is evident that the quality and quantity of human resources is a big factor when it comes to business education curriculum implementation.

Business education curriculum was designed to educate students in form of skills acquisition, processes, understanding and responsibilities necessary for success in the world of business (Odubunmi2014). Business education curriculum is an educational process of action about opportunity for engagement of students to be educated in business educational related discipline. However, according to Aquah (2014), business education curriculum has been reported inadequate at all levels of education. Most of the courses do not cover the scope of the knowledge and skills required for the effective preparation of business education teachers today, the shortage of manpower has also affected its proper implementation. Business education is offered at all levels of education in Nigeria. At the junior secondary level (Business Studies), Senior secondary level (separate subjects book-keeping/accounts, office practice, commerce) and at tertiary level-(Business education) including business teacher preparation, with options in accounting, management, banking and finance, marketing, entrepreneurship, computer, and office technology, according to Aquah (2014):



For business education to realize its overall objectives, competent human resources must be available in the right quantity.

Curriculum implementation refers to how teachers deliver instruction and assessment through the use of specified resources provided in a curriculum. Curriculum designs generally provide instructional suggestions, scripts, lesson plans, and assessment options related to a set of objectives. Such designs focus on consistency to help teachers successfully implement and maintain the curricular structure in order to meet various objectives (Wiles & Bondi, 2014). Curriculum implementation entails putting into practice the officially prescribed course of study, syllabus and subjects (Essia 2012). Kising (2012) defined curriculum implementation as the task of translating the curriculum document into the operating curriculum by the combined efforts of the students, teachers and others concerned. That is, curriculum implementation demands concerted efforts of end-users of the curriculum for the effective implementation at all levels in order to achieve the desired goals.

Nwazor (2012) defined implementation of curriculum as day-to-day activities which school management and teachers undertake in the pursuit of the objective of any given curriculum. Curriculum implementation is the stage of presentation of a combination of the curriculum content and topics, methodology and instructional materials by the teachers to the learners, most of the time in a classroom setting, a subject or combinations that will enable them take up such learning that the teacher wants to pass across to them. In the light of a given topic, the teacher adopts the appropriate teaching methods and materials to guide student's learning. The students on their own are actively involved in the process of interaction with learning activities. (Pwajok 2010). Curriculum implementation is not restricted to sheer translation of curriculum proposal or decision into practice. It involves a complex of activities, materials, personnel and other factors which when approximately harnessed constitute integral parts of curriculum implementation. These include the institutions which are the major implementation theatre, the lecturers/teachers, curriculum materials, students, teacher training institutions, administrative and political factors, examination bodies and the general public. Fafunwa (2009) further buttressed that among core factors involved in curriculum implementation in tertiary institutions are, school factors like human resources, instructional materials, learners



characteristics, teaching methods and physical facilities, which are crucial, because they have direct contact with students for whom the curriculum is being implemented.

Teachers have a core role that cannot be ignored in the curriculum implementation process. Without sufficient participation of teachers, the chances of successfully implementing curriculum greatly diminish (Carl, 2015). The success or failure of any curriculum depends on the activeness and effectiveness of teachers in the curriculum implementation process.

Ajala (2011) submitted that there exist positive relationships between human resources and the effective implementation of curriculum. It is however emphasized by Wali (2012) that the availability, relevance and adequacy of educational resources, especially human resources contributes to the achievement of business education objectives as stated in the curriculum. Therefore the ultimate goal is not to design the best and ideal curriculum, but to transmit it by teachers (Chen 2010). Functional business education (Curriculum) would manifest positively in the output, thus the graduates would be able to apply knowledge, skills acquired, and values, and attitudes inculcated in them to practical living (Igboke 2010). Business education graduates who have been well trained by competent hands and with a relevant and functional curriculum would be able to create jobs or be self-employed, or, if employed would be able to carry out assigned duties without further training by their employers (Aquah 2014).

Statement of the Problem

The overall objective of Business Education curriculum is to produce competent, skillful and dynamic business teachers, office administrators and business men and women that will effectively compete in the world of work. Human resources are indispensable in achieving these business education objectives. However, business education seems not fully achieving its objectives as stated in its curriculum. Authors like Essia (2012) and Nwazor (2012) have decried the failure of the education offered in tertiary institutions especially in the business education programmes to prepare students and graduates for real life situations. Recently, Ohiwerei (2017) specifically noted that the inability of business education graduates to gain employment in various cooperate bodies and organizations resulted from incompetence which is traceable to the quality of education given to business



education graduates, shortages of business education teachers, and inaccessibility of teaching facilities. Azih (2011) also supported this assertion, and argued that business education in Nigeria has not met the required standard, he emphasizes that the graduates of the programme are not properly trained, and that this affects their level of competencies and performance on getting to the world of work. Evidently, the curriculum of business education seems not achieving the set objectives. A question therefore arises as to the implementation process of the curriculum, the human resources used in the implementation process. It is to this question that this study will address itself. It is in light of the above, that this study sought to examine how the curriculum of business education is being implemented at tertiary institutions in Kwara State.

Research Questions

The study sought to provide answers to the following questions generated to guide the study:

To what extent are human resources available for the implementation of business education curriculum?

What are the factors affecting business education curriculum implementation?

Research Hypotheses

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

HO₁: There is no significant difference in the male and female respondents on the availability of human resources in business education curriculum implementation process

HO₂: There is no significant difference between male and female respondents on the factors affecting business education curriculum implementation.

Method

The descriptive survey research design was adopted for this study. The population of the study consists of all business education lecturers in the Department of Business Education in Kwara State tertiary institutions namely: Kwara State University with 8 lecturers, Kwara State College of Education, Oro with 9 lecturers, Kwara State College of Education, Ilorin, with 9 lecturers, University of Ilorin with 9 lecturers, Al-Ikman University Ilorin with 5 lecturers and Kwara state college of Education,



Lafiagi with 11 lecturers. Thus, the total number of the lecturers is 51. Since the population is of manageable size, the researcher studied all the respondents, 49 questionnaires were returned. The instrument is entitled HRBECIQ, and was designed and used to gather data from the respondents and was validated by three research experts and experts in the test and measurement. Cronbach alpha reliability method was used to test the reliability of the instrument and it yielded a co-efficient of 0.81 which was considered to be reliable for the study. The research questions were analyzed using descriptive statistics of frequency counts, mean, Standard Deviation and percentage, while the hypotheses will be analyzed using t-test and Correlation Analysis.

Result

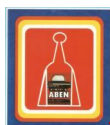
Research Question 1

To what extent are human resources available for the implementation of business education curriculum in Kwara State?

Table 1: Descriptive Statistics of Frequency counts, Percentages, Mean and Standard deviation of the Availability of Human Resources for the Implementation of Business Education Curriculum.

Items	FA	MA	A	NA	Mean	St.Dev
Lecturers	3 (6.1)	21 (42.9)	25 (51.0)	0 (0)	2.55	.614
Computer Laboratory Attendants	6 (12.2)	25 (51.0)	15 (30.6)	3 (6.1)	2.69	.769
Library Attendants	6 (12.2)	28 (57.1)	15 (30.6)	0 (0)	2.82	.635
Typing pool attendants	0 (0)	12 (24.5)	17 (34.7)	20 (40.8)	1.94	.810
Average Mean Value = $10/4 = 2.45$						

Data presented in Table 1 shows the mean responses of the respondents on the extent of the availability of human resources for the implementation of business education curriculum. The above findings indicated that lecturers, computer laboratory attendants, and library attendants are not fully available, but moderately available across the 6 institutions used in the study ($x=2.55$), ($x=2.69$), and ($x=2.82$). More so, typing pool attendants are not available ($x=1.94$) in some of the institutions that was used in the study. On the whole, the respondents agreed that human resources are moderately available ($x = 2.50, SD=0.707$).



Research Question 2

What are the factors affecting business education curriculum implementation?

Table 2: Descriptive Statistics of Frequency counts, Percentages, Mean and Standard deviation of the Factors affecting Business Education Curriculum Implementation

Items	SA	A	D	SD	Mean	St. Dev
Facilities for meaningful computer laboratory activities are not available.	0 (0)	19 (38.8)	22 (44.9)	0 (16.3)	2.22	.715
There is no job satisfaction among business education lecturers.	12 (24.5)	21 (42.9)	11 (22.4)	5 (10.2)	2.82	.928
Under-funding of education hinders the growth and development of business education lecturers, thereby affects the curriculum implementation.	37 (75.5)	12 (24.5)	0 (0)	0 (0)	3.76	.434
There is an inadequate instructional material.	17 (34.7)	21 (42.9)	8 (16.3)	3 (6.1)	3.06	.876

Average Mean Value = $25.24/9 = 2.80$

Data presented in table 2 shows the mean responses of respondents on the factors affecting business education curriculum implementation. The larger percentage of the respondents agreed that the factors listed in items 2, 3, 4, 5, 7, 8 and 9 are affecting the implementation of business education curriculum. The respondents however disagreed with the factors in items 1 and 6 respectively. Therefore the respondents agreed that most of the factors listed in the items are affecting the effective implementation of business education curriculum ($\bar{x} = 2.80$, $SD = 0.71$).

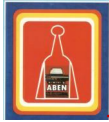
Hypotheses

H₀₁: There is no significant difference in the availability of human resources in business education curriculum implementation process.

Table 3: Summary of significant difference between male and female respondents on the availability of human resources in business education curriculum implementation process.

Group	N	Df	Mean	Sd	T	P	Decision
Male	36	31.08	3.055	47	1.212	.232	Accept Null hypothesis
Female	13	32.38	3.990				

The result from table 3 shows that the t-value is 1.212, the degree of freedom (df) is 47 and $P = .232$ since $P = .232 > 0.05$ it implies that there is no significant difference in



the male and female respondents on the availability of human resources in business education curriculum implementation process. Therefore the null hypothesis is retained and the researcher concludes that there is no significant difference in the availability of human resources in business education curriculum implementation process.

H0₂: There is no significant difference between male and female respondents on the factors affecting business education curriculum implementation.

Table 4: Summary of significant difference between male and female respondents on the factors affecting business education curriculum implementation.

Group	N	Df	Mean	Sd	T	P	Decision
Male	36	2.096	2.5695	47	1.72	.087	Accept Null Hypothesis
Female	13	13.77	2.50962				

The table 4 above shows that the t-value is 1.72, the degree of freedom (df) is 47 and $P=.087$ since $P=.087 > 0.05$ it implies that there is no significant difference in the male and female respondents on the factors affecting business education curriculum implementation process. Therefore the null hypothesis is retained and the researcher concludes that there is no significant difference in the availability of human resources in business education curriculum implementation process.

Discussion

The findings from this study revealed that human resources, though not fully available, but are moderately available in tertiary institutions in Kwara State. This finding correlates with Adeyanju, Ajayi and Salomi (2010), they found out that adequate human and material resources have significant roles in the effectiveness of implementation and output. Therefore, human material resources must be available to effectively transmit the curriculum.

It was further discovered in the study that; inadequate instructional materials, under-funding, inadequate computer facilities, overburdened of lecturers and poor motivation are among factors affecting business education curriculum implementation process. This is similar to the study of Adelodun (2010) whose findings revealed that lack of regular financial support from government, over population of students, and overburden of lecturers are major problems militating against effective curriculum implementation. If more lecturers are recruited, it will definitely promote effective implementation of business education curriculum.



Conclusion

The study discovered that, despite the importance of human resources in curriculum implementation,, the available human resources are not enough to fully carry out the implementation process of business education curriculum, though the lecturers and other academic staffs have a positive attitudes towards the implementation of business education curriculum. However, the issue of inadequate instructional materials, under-funding, inadequate computer facilities, overburdened of lecturers and poor motivation of staff, are making it difficult to achieve the curriculum objectives. Evidently business education is not fully realizing its curriculum objectives.

Recommendations

Based on the findings of this research, the following recommendations are proffered:

Government should recruit more academic staff so as to aid effective implementation of business education curriculum.

Government should fully support the financial needs of tertiary institutions.

Seminars and workshops on the curriculum implementation process should be organized for business education lecturers.

The government should set up standby generators and uninterrupted power supply (solar power, inverters) to tackle the problem of epileptic or inconsistent power supply in order to support the use of electronic equipment to improve the implementation of business education curriculum.

The government should build more schools to meet the rising yearly enrolment surge to avoid overcrowding of physical facilities and overworking of available lecturers.

Higher institution should also initiate income generating projects to subsidize government funding.

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NEW TECHNOLOGY COMPETENCY NEEDS OF BUSINESS EDUCATION LECTURERS IN HIGHER INSTITUTIONS IN DELTA STATE: IMPLICATION FOR CAPACITY DEVELOPMENT

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Abstract

The practice in the use of new technology to carry out several functions in the developed world, especially in the academic field calls for upgrading in the use of new technology in order to perform duties effectively. This is in addition to the fact that the business education lecturers' responsibilities are complex. This study, therefore, examined the new technology as ICT and the competencies that business education lecturers in higher institution in Delta State need for capacity development. In order to carry out this study, three research questions were raised and answered using mean and mean differences. The study employed the descriptive survey research design. All business education lecturers in the higher institutions in Delta State formed the population of the study. The population and sample of the study comprised 95 business education lecturers. A structured questionnaire instrument was used for data collection. The reliability coefficients of the questionnaire were 0.80 and 0.72 respectively for the two scale components. The data analysis reveals that business education lecturers need the new technology competencies in the use of instructional delivery, research activities and administrative duties. It was recommended that state and federal governments should develop and implement functional software packages for training and re-training of business education lecturers in the use of new technology for effective and efficient performance of administrative duties.

Keywords: *New Technology Business Lecturer, Capacity Development, Job Performance, Competency*

Introduction

Higher education is the level of education where emphasis is placed on specialization skills and competencies since it may be regarded as the terminal point of formal education and the point of professional transition from school to work. According to Federal Republic of Nigeria (FRN, 2004), as documented in the National Policy on Education (NPE), higher education shall make optimum contribution to national



development by intensifying and diversifying programmes for the development of high level manpower within the context of the need of the nation. This implies that higher education should provide the necessary skills and competencies through teaching and training to learners to enable them become the manpower force of the nation's cultural, economic and technological growth.

Another goal of higher education as stipulated in the National Policy on Education document is that higher institutions' research shall be relevant to the nation's development goals and that higher institutions shall be encouraged to disseminate their research results to both government and industries. These emphases show that higher institutions research can serve as a strong source and means through which government and industries can accelerate the nation's development, economic progress and goals. These goals are achievable through higher education due to the varieties of programmes in different areas of study or discipline. One of such programmes is business education.

Business education is a skill-oriented programme. It is meant to train learners with the relevant and functional skills and competencies necessary for the world of work (Ogwo & Oranu, 2006; Okoro, 2006; Bassualdo & Toby, 2004). According to Akpan (2003), business education is defined as the training for the acquisition of business skills and competencies needed for business occupations and teaching profession. It is a systematic learning experience designed to give individuals gainful employment in the areas of accounting, management, data processing, marketing and office technology management. One important and unavoidable means of transferring these skills at the higher level is through the instructor, the business education lecturer. The business education lecturer is usually faced with the responsibility of teaching the relevant knowledge, skills and attitudes as well as undertaking researches for both personal and national growth in addition to performing other administrative duties.

The instructional roles of business education lecturers is usually carried out in the lecture halls, workshops/laboratories and through teaching, assessing and evaluating the learners (Olaitan, Nwachukwu, Igbo, Onyemachi & Ekong, 1999). Another important responsibility of the business education lecturer is conducting researches. It is one of the means through which the lecturers grow professionally and contribute significantly to national development. Higher institution lecturers also perform some administrative duties and functions (Obeki, 2012). The administrative responsibility of the business education lecturers may be by virtue of primary responsibility, appointment or election. Some of the administrative duties include



supervising and counseling the students, engaging in students' admission and registration exercises and heading or directing a unit, department, faculty, institute or school and college.

The role of higher institution lecturers also include teaching, research and administration which are obviously complex and time consuming hence, it can be asserted that business education lecturers perform a complex job. This is apparently why Barnett (2000) stated that academics now operate in a world of super complexity where the very frameworks of their professions are continuously in a state of flux. The foregoing implies that the general higher education is a complex one, and its changing context has presented lecturers with the challenges of meeting its complex and new technological demands. In order to withstand or overcome the challenges, business education lecturers need to be equipped with functional new technological skills and knowledge to carry out their duties effectively.

One of the ways by which the multiple natures of the duties of academics may be effectively tackled is the application, adoption and use of new technology in form of information and communication technology (ICT) which is often referred to as new technology. This is the general term representing all the technologies, hardware, software and telecommunication devices through which information is captured, gathered, stored, manipulated, processed, presented and retrieved (UNESCO, 2003). According to Chienien (2003) and Asiabaka (2010), new technology is technology-based, knowledge-based and is indispensable in the new age of technological transformation. This fact makes new technology beneficial to every aspect of human lives. The benefits of new technology in education and business education in particular are numerous; these include its application in business management, scientific, research, office automation, accounting and education (Oladipupo & Ilaboya, 2006; Sansanwal, 2009).

New technology tools are numerous and can be used for various purposes and designs. ICT tools that are used for instructional activities (teaching-learning process) include internet, closed circuit TV, simulation, DVD and CD ROM, interactive television, videoconferencing, caspoc, proteus and e-workshop (Stevens, 2001; Hampton, 2002; Chinien, 2003; Chiemeka, 2011; Agbeoeze, Ugwoke & Onu, 2012). Conducting researches in educational institutions is becoming easier apparently because of new technology. The ICT tools necessary for conducting research by academics include statistical package for social sciences (SPSS), anti-plagiarism software and internet (Chinien, 2003; Morgan, Leech, Gloeckner &



Barrett, 2004; Onugha, 2009). The large number of students seeking higher institutions' admission and already admitted students may not be easily managed without the integration and application of new technology in the administration of higher institutions in Nigeria. Some of these new technological tools used for administrative duties in the higher institutions are video-conferencing, internet, peripherals and online teaching (Selwood, 2004).

The general use of new technology in education has been conceived as the means to achieve the stated goals of institutions. Markus and Lynn (2009) affirmed that the expansion of the application of new technology in teaching and learning in particular has been one of the most ubiquitous major changes in higher education. The Markus and Lynn explained that on the one hand, the use of ICT as new technology is presented as a solution to various teaching and learning challenges brought about by the new higher education landscape; while on the other hand, the process of lecturers application of new technology in the teaching process and the students applying it in the process of learning often represent an almost insurmountable obstacle for both partners.

Challenges in the implementation of new technology in higher institutions in Nigeria are visible. The challenges in the teaching-learning process, conducting researches and performing administrative duties using new technology in higher institutions can be addressed in different ways. In the opinions of Conole, White and Oliver (2007), some of the ways in which higher education institutions have responded to the implementation of new technologies in teaching and learning include developing institutional strategies to change, focusing on the impact of learning new technologies and offering of models for representing and understanding organizational contexts and change management. Another strategy yet employed by higher education institutions in response to new technology challenges is focusing on support for staff development issues and placing greater emphasis on professionalism of academic staff as teachers and assessors (Conole, White & Oliver, 2007; Markus & Lynn, 2009). In recent times, higher institutions have adopted the new technology applications in carrying out duties such as administrative jobs, research, teaching and learning. The situation in higher institutions in Delta State, appear to include lack or inadequate ICT training and retraining of lecturers. Apparently, majority of higher institutions' lecturers undergo personal training in the use of new technology applications, and this may not be good enough because of the cost and time of such training. Hence, inefficiencies in the use of new technology application by the lecturers may arise which will in turn lead to ineffective performance of duties. The need therefore, for new technology capacity



development in the use of new technology applications for performance of administrative duties cannot be over-emphasized.

Statement of the Problem

Based on the foregoing, business education lecturers in higher institutions need to be equipped with the relevant technologies in order to withstand the adoption, application and use of ICT applications to discharge their duties effectively. Since technology changes frequently, business education academic staff needs constant in-service training, especially in new technology for capacity development. Capacity development, according to Ifeanyieze and Osinem (2011), is the process of developing competencies and capabilities in individuals, groups, organization sectors or countries which lead to sustained and self-generating performance improvement. The fundamental goal of capacity development therefore is to enhance the ability of individuals based on perceived needs. Nwobu, cited in Asogwa and Ohagwu (2010), defined capacity development as the effort geared towards improving the level of knowledge, skills and attitude possessed by an individual for proficiency in a given task or duties. Therefore, for effective and efficient use of new technology by business education lecturers and in order to improve their performance in administrative duties, the need to determine the critical and important areas of new technology applications where new technology capacity development is required by the lecturers. The job performance of business education academic staff can be measured by the extent of achievement in instruction (teaching), research and administration. These variables make up the standard and level of professionalism and growth of an academic staff in the higher institutions.

Research Questions

The following research questions were raised and answered in this study;

What are the new technology capacity development needs of business education lecturers for instructional delivery?

What are the new technology capacity development needs of business education lecturers for research activities?

What are the new technology capacity development needs of business education lecturers for administrative duties?

Method

The descriptive survey research design was employed in this study in order to collect data from selected business education lecturers in higher institutions in Delta State. A census of all the business education lecturers in higher institutions in Delta state was



conducted. The lecturers were stratified into federal and state higher institutions lecturers, hence stratified random sampling technique. Questionnaire was the instrument used for data collection. It had items with two categories of response scales of possessed and needed. The possessed category scale had four point response scales of highly possessed (HP), averagely possessed (AP), slightly possessed (SP) and not possessed (NP) with corresponding values of 4, 3, 2 and 1 respectively. This was meant to determine the extent of the ICT competencies possessed by business education lecturers. The needed category scale had four point response scales of highly needed (HN), averagely needed (AN), slightly needed (SN) and not needed (NN) with corresponding values of 4, 3, 2 and 1 respectively and was also meant to determine the extent the lecturers need the new technology competencies in the performance of administrative duties.

The questionnaire was validated by three experts, and its reliability coefficients obtained through Cronbach alpha formula were 0.80 and 0.72 for the possessed and needed scale categories respectively. The data collected were analyzed using weighted mean. The weighted mean with Improvement Need Index (INI) which represents the application, was used to answer the research questions and take decision on the Items where business education lecturers' capacity need in the use of new technology. Ninety-five copies of the questionnaire were administered to the respondents out of which ninety copies were completed and retrieved for data analysis. In taking the decision, the following steps were followed;

Weighted mean value of each of the Items of extent of new technology competencies possessed was calculated (X_p), and the weighted mean value of each of the Items of extent of new technology competencies needed was calculated (X_N)

The new technology competencies application analysis (X_{AG}) which is the difference between X_N and X_p , was determined by ($X_{AG}=X_N-X_p$) for decision making on capacity development needs as thus:

Where the X_{po} is positive (+), it means that new technology capacity development is needed and the level of competency needed is greater than the level possessed.

Where the X_{PG} is negative (-), it means that new technology capacity development is not needed and the level of competency needed is lower than the level possessed.

Where the X_{PG} is zero (0), it means that new technology capacity development may or may not be needed because in practice, it may still be necessary for new technology for capacity development; at this point, the level of competency possessed is equal to the level possessed.



Results

The results of this study were obtained from the analysis of the data for the research questions. The results are presented in tables as follows:

Research Question 1

What are the new technology capacity development needs of business education lecturers for instructional delivery?

Table 1: Mean Ratings of New Technology Capacity Development Needs of Business Education Lecturers for Instructional Delivery

S/N	New Technology Capacity Development for Instructional Delivery	X_N	X_P	$X_{GP} = \frac{X_N + X_P}{2}$	Remark
1	Competency in using power point presentation	3.86	2.28	1.58	CN
2	Competency to deliver lecture through the internet	3.57	2.08	1.49	"
3	Competency in using interactive whiteboard/starboard for lectures	3.64	2.21	1.43	"
4	Competency in using Skype for distance lectures	3.31	1.86	1.45	"
5	Competency to use CCTV for practical class	3.60	2.00	1.60	"
6	Competency to adopt video conferencing for lectures	3.46	1.96	1.50	"
7	Competency in applying simulation in teaching practical class	3.60	2.01	1.59	"
8	Competency in preparing/delivering lectures with CD/DVD ROM	3.40	2.72	0.68	"
9	Competency to prepare/deliver lecture through the television	3.69	2.24	1.45	"
10	Competency to prepare/deliver lecture through the radio	3.48	2.02	1.46	"
11	Competency to prepare/deliver lecture through YOUTUBE	3.42	1.83	1.59	"
12	Competency in using social networks	3.16	2.37	0.79	"
13	Competency to adopt audio conferencing for lectures	3.34	2.26	1.08	"
14	Competency in using AUTOCARD/other related pictorial software	3.51	1.76	1.75	"
15	Competency in using assistive technologies for the handicaps	3.33	1.59	1.74	"
16	Ability to use Motion Pictures to deliver lectures	3.20	1.68	1.52	"
17	Competency in using Microsoft Office to produce lecture materials	3.28	2.67	0.61	"

Source: Field Study, 2019.

The data presented in Table 1 shows that the mean responses of the competencies possessed by the business education lecturers in the use of new technology applications ranged from 1.59 to 2.72, while the mean responses of new technology competencies needed by the lecturers ranged from 3.16 to 3.86. The mean values of



new technology competencies ranged from 0.61 to 1.75. Since all the values of the new technology competencies need analysis are positive, it means that the business education lecturers need new technology for instructional delivery in all the identified new technology competencies. However, the extent to which capacity development is needed reduces as the values of the new technology competencies applications decreases or approaches zero.

Research Question 2

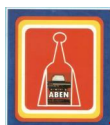
What are the new technology capacity development needs of business education lecturers for research activities?

Table 2: Mean Ratings of New Technology Capacity Development Needs of Business Education Lecturers for Research Activities

S/N	New Technology Capacity Development for Instructional Delivery	X_N	X_P	$X_{GP} = X_N - X_P$	Remark
18	Ability to use the internet to source for online information	3.88	3.13	0.25	CN
19	Ability to use the anti-plagiarism software	3.44	2.04	1.40	"
20	Competency in using Microsoft Excel for data computation	3.71	2.26	1.45	"
21	Ability to format tables using special software packages	3.54	2.20	1.34	"
22	Ability to employ reference style using software packages	3.56	2.38	1.18	"
23	Ability to perform data analysis with SPSS package	3.51	2.04	1.47	"
24	Ability to edit research paper using software packages	3.58	2.27	1.31	"
25	Ability to design research models/schema using software	3.44	2.14	1.30	"
26	Ability to present research papers using power points slides	3.42	2.62	0.80	"
27	Ability to upload research papers into the internet	3.52	2.56	0.96	"
28	Competency in using Word Processing	3.23	2.42	1.00	
29	Ability to use various Table Tools	3.56	2.02	0.78	
30	Ability to use laptop in paper presentation	3.45	2.72	0.86	

Source: Field Study, 2019.

Table 2 reveals that the mean responses of the new technology competencies possessed by the business education lecturers for research activities ranged from 2.04 to 3.13, while the mean responses of new technology competencies needed by



the lecturers ranged from 3.38 to 3.71. The values of the new technology competencies need analysis ranged from 0.25 to 1.47. This simply means that the business education lecturers need capacity development in all the identified new technology competencies for research activities, since all the values of the new technology capacity development needs analysis are positive. It can, however, be deduced that the extent to which new technology capacity development need reduces as the values of the new technology capacity development applications also decreases.

Research Question 3

What are the new technology capacity development needs of business education lecturers for administrative duties?

Table 3: Mean Ratings of New Technology Capacity Development Needs of Business Education Lecturers for Administrative Duties

S/N	New Technology Competences for Administrative Duties	X_N	X_P	$X_{GP} = X_N - X_P$	Remark
31	Ability to upload and validate students' results online	3.63	2.27	1.36	CN
32	Ability to course advise students through the internet	3.56	2.33	1.23	"
33	Competency in information bank management	3.31	2.30	1.12	"
34	Ability to use computer filing system	3.74	2.45	1.40	"
35	Ability to prepare students' results with Microsoft Office	3.59	2.71	0.88	"
36	Ability to use hardware peripheral	3.20	2.87	0.33	"
37	Ability to use mobile phones to address official matters	3.39	3.07	0.32	"
38	Ability to use video conferencing for issues such as meetings	3.40	2.19	1.21	"
39	Ability to perform students' online admission/registration	3.71	2.41	1.30	"
40	Ability to use multimedia for administrative matters	3.49	1.66	1.83	"

Source: Field Study, 2019.

Data shown in Table 3 reveals that the mean responses of the competencies possessed by the business education lecturers in the use of new technology for performance of duties ranged from 1.66 to 3.07 while the mean responses of new technology competencies needed by the lecturers ranged from 3.20 to 3.71. The values of the new technology capacity development applications analysis ranged from 0.32 to 1.83. These values are positive, and this means that business education lecturers need



capacity development in all the identified new technology competencies for administrative duties, though the extent to which the lecturers need new technology capacity development need for this purpose reduces as the values of the new technology competencies applications analysis decreases or approaches zero.

Discussion of Findings

The data collected to answer research question one revealed that business education lecturers in higher institutions in Delta State need new technology capacity development in the use of new technology for instructional delivery. The data summarized in Table I showed that eight new technology competencies for instruction, having the values of the new technology competencies applications analysis ranging from 1.50 to 1.75, apparently are averagely needed by the business education lecturers in higher institutions in Delta State for instructional delivery while the values of applications for nine new technology capacity development ranging from 0.61 to 1.49 are perhaps slightly needed by the lecturers for instructional delivery. The finding agreed with that of Obi and Akarahu (2010) which revealed that business education lecturers, either male or female, need word processing skills, internet technology skills and telecommunication skills for effective teaching of marketing and management courses in colleges of education.

The data analyzed to answer research question two showed that business education lecturers need new technology capacity development in the use of new technology for research activities. However, the new technology competency applications analysis of 0.25 for Item 18 approaches zero and may be assumed that new technology capacity seems rarely needed by the lecturers in this competency. The values of the new technology competencies applications analysis for the rest of the nine items showed that the lecturers appear to slightly need new technology capacity development in the use of new technology for research activities. The findings are in line with that of Chukwuedo and Igbinedion (2014) which revealed that technical and vocational education lecturers require the use of technology in research purposes for effective supervision of students in technical and vocational education programme in universities.

The data collected to answer research question three revealed that business education lecturers need new technology capacity development in administrative duties, but apparently new technology competencies capacity development are averagely



needed for Items 30 and 36, slightly needed for five item and rarely needed for Items 32 and 33. The findings of this study is likened to that of Okonkwo and Ogwo (2010) which revealed that there was the need to enhance school management of records through the use of new technology since its' applications are poorly utilized in the school records management processes.

Conclusion

New technological applications have become one of the tools upon which every individual can perform certain duties effectively. For effective job performance to be attained by business education lecturers in higher institutions in Delta State, it was found that though the lecturers relatively use new technological applications to perform their duties, there is still need for capacity development of business education lecturers in new technological competencies in order to facilitate their duties with respect to teaching-learning process, conduction of research and administrative duties. This means that if proper training is given to the lecturers on the use of new technological applications to perform their duties, efficiency may be attained.

Recommendations

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

The state and federal governments should develop and implement functional softwares packages for the training and re-training of business education academic staff in the use of new technological applications for effective and efficient performance of duties in higher institutions in Delta State.

There should be adequate process for flexibility for future expansion of new technological applications with regard to new technologies installation required in the teaching process.

There should be availability of well-trained and experienced maintenance technicians to service the new technological appliances regularly to avoid slowing down the pace of progress.

Governments at all level should provide a powerful stand-by generator in case of power failure occurrences.

With inevitable nature of new technological in all business concerns all over the world, Nigeria inclusive, it becomes imperative that adequate provisions in terms ICT infrastructure should be made for the integration of new technological into business education programme.

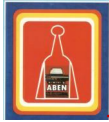


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PERCEIVED INFLUENCE OF M-LEARNING ON THE TEACHING AND LEARNING OF BUSINESS EDUCATION COURSES IN NATIONAL OPEN UNIVERSITY OF NIGERIA STUDY CENTRES

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Abstract

The study was undertaken to investigate the perceived influence of m-learning on teaching and learning of business education courses in National Open University of Nigeria study centres. The researchers employed a descriptive survey research design. The study population consisted of 656 subjects made up of students and facilitators of business education programme in the two study centres in Kwara State. A sample of 248 respondents was drawn proportionately from the two study centres based on size. Two structured questionnaires were used; one for students, the other for the facilitators.. The instrument was validated by three Business Education experts The questionnaire was structured on 4-points rating scale of High Extent (HE) for 4 points, Moderate Extent (ME) for 3 points, Low Extent (LE) for 2 points, No Extent (NE) for 1 point. The data obtained were analysed using frequency, percentages, mean and standard deviation to answer the research questions. T-test statistics was used to test the null hypotheses at 0.05 level of significance. The findings of the study revealed among others that teaching and learning with mobile devices and platforms were perceived by business education students and their facilitators to have salutary influence on teaching and learning. Based on the findings it was concluded that teaching and learning with mobile devices and platforms positively influence student-facilitator interaction, which enhances teaching and learning of business education students. The study recommended the wholesale adoption of m-learning for online educational programmes.

Key words: M-learning, National Open University, Business Education, Study Centres

Introduction

Learning, which is dynamic according to the nature of the society, has been changing rapidly in recent years. This is because the current generation of students was born as digital natives, raised academically with e learning facilities. Learning methods,



infrastructures and facilities are also changing rapidly to reflect contemporary societal realities (Uzunboylu, Bicen, & Cavus, 2011). Mobile learning refers to the delivery of learning, education or learning support on mobile devices. M-learning devices comprise portable computers, MP3 players, notebooks, mobile phones and tablets among others. M-learning focuses on the mobility and interaction of learners with portable devices. Mobile learning, also known as m-learning, is a relatively new way to access learning content using mobiles. Webopedia (2018) describes it as education via the internet or network using personal mobile devices such as tablets and smart phones to obtain learning materials through mobile applications, social interactions and online educational hubs. It is flexible, allowing students to access learning materials anywhere, any time. Students use mobile apps and tools to access educational information, complete assignments to their lecturers, download course instructions and work in social groups to complete tasks and to generally exchange relevant information. M-learners use mobile devices for educational purposes at their convenience. Mobile learning also engenders new portability by replacing books and notes with small devices, filled with tailored learning contents to enhance learning.

Learning occurs when there is a permanent change in the behaviour of an individual. Parties in learning are learners, teachers and environment. Learners from a very young age make sense of the world, actively creating meaning while reading texts, interacting with the environment, or talking with others (Wilson & Peterson, 2006). For learning to occur, students need to be taught or guided. However, teaching is either to explain or impart knowledge. The first implies that once a subject matter has been taught, learning is assumed to have taken place but the latter posits that if learning has not taken place, the subject matter has not been taught. To achieve learning through teaching, modern pedagogy insists on learner-centred approach to teaching. The learner-centred method of teaching concentrates on students as learners; on the improvement of learning outcomes, instead of mere delivering of subject contents. *The learner-centred method of teaching includes active based, team based, inquiry based and problem based learning process. The facilitator gives learners opportunity to learn individually or in groups (peer), he provides guidance by identifying subject matter, providing guideline, posing challenges for learners to solve and assessing the learner with the view to providing feedback.* The facilitator functions not as the sole source of wisdom and knowledge but more as a coach or guide whose job is to help students acquire the desired knowledge and skills for



themselves. M-learning, like other e-learning formats, enable learner-centred teaching.

Mobile learning portals and devices enable the presentation and use of learning materials that are more adaptable to individual learning styles and which levels the way for tackling problems with numeracy and literacy (Attewell & Savill-Smith, 2003). Mobile learners adopt student-centred-learning styles. Consequently, it engenders the need for collaboration and co-construction of knowledge and ideas, which demand change in educational practices in order to enable students to learn how to utilize mobile device technologies in learning. Mobile learning technologies support learning by increasing the possibilities for student participation and collaboration in the learning process. Mobile devices increase motivation and retention of subject matters, especially in business education..

Nwazor (2014) describes Business Education as an aspect of learning that prepares individuals for roles in business and offers them knowledge about business. To Obanya (2010), business education is an educational programme offered in higher institutions which prepares students for careers in business through inculcating in them skills and knowledge about or useful in the business world. The brochure of Rivers State University of Science and Technology, one of the pioneers of Business Education in Nigeria, describes the subject as an aspect of vocational and technical education, a specialized programme of instruction designed to provide individuals with knowledge, skills and attributes leading to employability and advancement in office occupations. Business Education is one of the courses offered by the National Open University of Nigeria (NOUN).

The National Open University of Nigeria is Nigeria's only open university. It has branches in all the 36 states of Nigeria, It has several study centres in each state where learners may opt to come together to receive instructions from facilitators. The facilitators also often employ e-learning facilities for instruction delivery. However, the extent to which they use m-learning devices is unknown.

Statement of the Problem

Since mobile devices provide cheap, flexible and accessible alternatives to conventional computer system as instrument of teaching and learning, it is important that teacher and student became aware of m-learning utility as an instrument of business education pedagogy. However, the extent to which the devices are used for



productive education purposes is unknown. The extent of influence of m-learning on the teaching and learning of business education courses especially in National Open University of Nigeria is also unknown. If the real and potential influences of m-learning in teaching and learning of business education course are not determined, students and teachers may be unable or unwilling to take full advantage of m-learning for the improvement of teaching and learning in business education, hence the need for this study.

Research Questions

To what extent are mobile learning platforms being used by business education students and their facilitators in National Open University of Nigeria Study Centres?

How useful are mobile devices to business education students and facilitators

To what extent do mobile learning facilities enhance interaction among students and facilitators in NOUN?

Research Hypotheses

- H₀₁: There is no significant difference between the mean responses of business education students and their facilitators on the extent of mobile learning platforms usefulness in National Open University of Nigeria Study Centres.
- H₀₂: There is no significant difference between the mean responses of business education students and their facilitators on the extent of usefulness of mobile devices in National Open University of Nigeria Study Centres.
- H₀₃: There is no significant difference in mean responses of male and female respondents on the extent to which mobile learning enhances interaction among students and facilitators in National Open University of Nigeria Study Centres.

Methods

Descriptive survey research design was adopted for this study. The population of this study comprised 656 subjects made up of students and facilitators of business education in the study centres. A total sample of 248 respondents was drawn proportionately from the two study centres respectively based on its size.

Structured online and offline questionnaires were used; students and facilitators had different structures of questionnaire under the same heading. The instrument was both face and content validated by three experts comprising one senior lecture from Business and Entrepreneurship Education Department in Kwara State University, Malete and two from Tai-Solarin University.

Respondents' opinions were obtained using questionnaire structured on 4-points rating scale of High Extent (HE) for 4 points, Moderate Extent (ME) for 3 points, Low Extent (LE) for 2 points, No Extent (NE) for 1 point Data obtained from the respondents were analysed using frequency, percentages, mean and standard deviation to answer the research questions. T-test was used to test the null hypotheses at 0.05 level of significance.

Results

Research Question1

To what extent are mobile learning platforms being used by business education students and their facilitators in National Open University of Nigeria Study Centres?

Table 1: Mean and standard deviation of responses on the extent to which mobile learning platforms are Used by business education students

S/No	Item Statements	Mean	SD	Remark
1	Weblogs	3.15	1.25	Moderate extent
2	Wikis	3.21	1.26	Moderate extent
3	Twitter	3.18	1.34	Moderate extent
4	YouTube	3.45	1.26	Moderate extent
5	Google Hangout	3.46	1.21	Moderate extent
6	WhatsApp	3.63	0.84	High extent
7	Skype	2.97	1.35	Moderate extent
Grand Mean		3.29	1.22	Moderate extent

Analysis of data in Table 6 reveals that one of the listed items was rated as being used to High extents which is WhatsApp ($\bar{O} = 3.63$). Five of the items listed were rated as Moderate extent. These include: Weblogs ($\bar{O} = 3.15$), Wikis ($\bar{O} = 3.21$), Twitter ($\bar{O} = 3.18$), YouTube ($\bar{O} = 3.45$), Google Hangout ($\bar{O} = 3.46$) and Skype ($\bar{O} = 2.97$). The grand mean is 3.29 which fall within the range of moderate extent.

Table 2: Mean and standard deviation of responses on the extent to which mobile learning platforms are used by business education facilitators

S/No	Item Statements	Mean	SD	Remark
1	Weblogs	2.60	1.14	Moderate extent
2	Wikis	2.60	1.14	Moderate extent
3	Twitter	3.00	1.22	Moderate extent
4	YouTube	2.60	1.14	Moderate extent
5	Google Hangout	2.20	1.10	Low extent
6	WhatsApp	3.60	0.89	High extent
7	Skype	2.60	1.14	Moderate extent
Grand Mean		2.74	1.11	Moderate extent

Source: Field Survey, 2018



Analysis of data in Table 7 reveals that one of the listed items was rated as being used to high extents which is WhatsApp (0 = 3.60). Five of the items listed were rated as moderate extent. These include: Weblogs (0 = 2.60), Wikis (0 = 2.60), Twitter (0 = 3.00), YouTube (0 = 2.60) and Skype (0 = 2.60). One of the listed items was rated as Low extents which is Google Hangout (0 = 2.20). The grand mean is 2.74 which fall within the range of moderate extent.

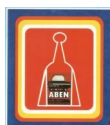
Research Question 2

To what extent are mobile devices perceived as being useful by business education students and their facilitators in National Open University of Nigeria Study Centres?

Table 3: Mean and standard deviation of responses on the extent to which mobile devices are being used by business education students

S/No	Item Statements	Mean	SD	Remark
1	I read soft copy lecture notes using mobile devices rather than hard copy because of its portability	3.33	0.82	Moderate extent
2	I use mobile devices to improve my interest in the subject content	3.43	0.75	Moderate extent
3	I use mobile devices to share online assignment	3.63	0.68	High extent
4	I use mobile devices for receiving instant feedback	3.61	0.68	High extent
5	I use mobile devices in constructing new academic ideas	3.53	0.75	High extent
6	I use mobile devices in order to be academically creative	3.52	0.76	High extent
7	I use mobile devices to enhance my learning	3.56	0.79	High extent
8	I use using mobile devices to play educative digital music files	3.31	0.94	Moderate extent
9	I use mobile devices to access the web	3.61	0.80	High extent
10	I use mobile devices to make learning enjoyable	3.58	0.82	High extent
Grand Mean		3.51	0.78	High extent

Seven of the items listed were rated as being used to High extent. These included: “I use mobile devices to share online assignment” (0 = 3.63), “I use mobile devices for receiving instant feedback” (0 = 3.61), “I use mobile devices in constructing new academic ideas” (0 = 3.53), “I use mobile devices in order to be creative” (0 = 3.52), “I use mobile devices to enhance my learning” (0 = 3.56), “I use mobile devices to

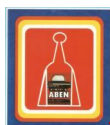


access the web” (0 = 3.61) and “I use mobile devices to make learning enjoyable” (0 = 3.58). Three of the items listed were ranked as Moderate extent. These included: “I prefer to read soft copy lecture notes using devices rather than hard copy because of its portability” (0 = 3.33), “I use mobile devices to improve my interest in the subject content” (0 = 3.43) and “I use using mobile devices to play educative digital music files” (0 = 3.31). The grand mean is 3.51 which falls within the range of high extent.

Table 4: *Mean and standard deviation of responses on the extent to which mobile devices are being useful by business education facilitators*

S/No	Item Statements	Mean	SD	Remark
1	I prefer to prepare soft copy lecture notes using devices rather than hard copy because of its portability	3.60	0.54	High extent
2	I use mobile devices to improve my interest in the subject content	3.00	1.22	Moderate extent
3	I use mobile devices to share online assignment	3.60	0.55	High extent
4	I use mobile devices for receiving instant feedback	3.80	0.45	High extent
5	I use mobile devices in constructing new ideas	3.40	0.55	Moderate extent
6	I use mobile devices in order to be creative	3.60	0.55	High extent
7	I use mobile devices to enhance my teaching	3.20	1.30	moderate extent
8	I use using mobile devices to send educative digital music files	3.00	1.22	moderate extent
9	I use mobile devices to access the web	3.80	0.84	High extent
10	I use mobile devices to make teaching enjoyable	3.80	0.45	High extent
Grand Mean		3.48	0.77	Moderate extent

Six of the items listed were rated as High extent. These included: “I prefer to prepare soft copy lecture notes using devices rather than hard copy because of its portability” (0 = 3.60), “I use mobile devices to share online assignment” (0 = 3.60), “I use mobile devices for receiving instant feedback” (0 = 3.80), “I use mobile devices in order to be creative” (0 = 3.60), “I use mobile devices to access the web” (0 = 3.80) and “I use mobile devices to make learning enjoyable” (0 = 3.80). Four of the items listed were ranked as Moderate extent. These included: “I use mobile devices to improve my interest in the subject content” (0 = 3.00), “I use mobile devices in constructing new ideas” (0 = 3.40), “I use mobile devices to enhance my teaching”



(0 = 3.20) and “I use using mobile devices to send educative digital music files” (0 = 3.00). The grand mean is 3.48 which falls within the range of moderate extent.

Research Question 3

To what extent do students perceive mobile learning as enhancing interaction among them and their facilitators in National Open University of Nigeria Study Centres?

Table 5: Mean and standard deviation of responses on the extent to which mobile learning perceive to enhance interaction among students and facilitators (STUDENT)

S/No	Item Statements	Mean	SD	Remark
1	Mobile learning helps to solve the problems caused by the absence of students	3.41	0.78	Moderate extent
2	Mobile learning improves communication between students and facilitators	3.59	0.75	High extent
3	Mobile learning is a quicker method of getting feedback in learning.	3.60	0.68	High extent
4	Mobile learning breaks down psychological barriers between students and facilitators	3.40	0.80	Moderate extent
5	Mobile learning is a way of encouraging more interaction by students and facilitator	3.48	0.75	Moderate extent
6	Mobile learning reduces the distance between teacher and students, thereby reducing students' pressure	3.43	0.80	Moderate extent
7	M-learning helps me to share information with other students	3.65	0.67	High extent
8	Mobile learning enables me to play back audio and video lecture Interactions	3.45	0.83	Moderate extent
Grand Mean		3.50	0.76	High extent

Three of the items listed were rated as High extent. These included: “Mobile learning will improve communication between students and facilitators” (0 = 3.59), “Mobile learning is a quicker method of getting feedback in learning” (0 = 3.60) and “M-learning helps me to share information with other students” (0 = 3.65). Five of the items listed were ranked as Moderate extent. These include: “Mobile learning helps to solve the problems caused by the absence of students” (0 = 3.41), “Mobile learning breaks down psychological barriers between students and facilitators” (0 = 3.40), “Mobile learning is a way of encouraging more interaction by students and facilitator” (0 = 3.48), “Mobile learning reduces the distance between teacher and students, thereby reducing students' pressure” (0 = 3.43) and “Mobile learning

enables me to play back audio and video lecture Interactions” (O = 3.45). The grand mean is 3.50 which fall within the range of High extent.

Table 6: *Mean and standard deviation of responses on the extent to which mobile learning is perceived to enhance interaction among students and facilitators (FACILITATORS)*

S/No	Item Statements	Mean	SD	Remark
1	Mobile learning helps to solve the problems caused by the absence of facilitators	3.60	0.55	High extent
2	Mobile learning improves communication between student and facilitators	3.60	0.55	High extent
3	Mobile learning is a quicker method of getting feedback in teaching.	3.80	0.45	High extent
4	M-learning breaks down psychological barriers between students and facilitators	3.60	0.55	High extent
5	Mobile learning is a way of encouraging more interaction by students and facilitators	3.60	0.55	High extent
6	Mobile learning reduces the distance between teacher and students, thereby reducing facilitator's pressure	3.60	0.55	High extent
Grand Mean		3.63	0.53	High extent

All of the items listed were rated as High extent. These included: “Mobile learning helps to solve the problems caused by the absence of facilitators” (O = 3.60), “Mobile learning will improve communication between student and facilitators” (O = 3.60), “Mobile learning is a quicker method of getting feedback in teaching” (O = 3.80), “M-learning breaks down psychological barriers between students and facilitators” (O = 3.60), “Mobile learning is a way of encouraging more interaction by students and facilitators” (O = 3.60) and “Mobile learning reduces the distance between teacher and students, thereby reducing facilitator's pressure” (O = 3.60). The grand mean is 3.63 which fall within the range of High extent.

Test of Hypotheses

The three null hypotheses of the study were tested using independent samples t-test. The null hypotheses were tested at 0.05 level of significance. The summary of the test of hypotheses are presented in Tables 7 to 9 as follows:

Hypothesis 1

There is no significant difference between the mean responses of business education students and their facilitators on the extent of mobile learning platforms usefulness in National Open University of Nigeria Study Centres.

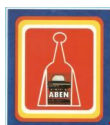


Table 7: Summary of t-test on the difference between the mean responses of business education students and their facilitators on the extent of mobile learning platforms usefulness

Group	N	Mean	SD	t-cal	Df	p-value	Decision
Student	236	3.29	1.21	0.892	239	0.423	NS
Facilitator	5	2.74	1.11				

The data in Table 7 reveals that responses are close to the mean as the standard deviations are very low. The table reveals that the null hypothesis that states that there is no significant difference between the mean response of business education students and their facilitators on the extent of mobile learning platforms usefulness in National Open University of Nigeria Study Centres was supported. This implies that students and facilitators did not differ significantly in their responses regarding the perceived influence of business education students and their facilitators on the mobile learning platforms usefulness.

Hypothesis 2

There is no significant difference between the mean response of business education students and their facilitators on the extent of usefulness of mobile devices in National Open University of Nigeria Study Centres.

Table 8: Summary of t-test on the difference between the mean responses of business education students and their facilitators on the extent of usage of mobile devices

Group	N	Mean	SD	t-cal	Df	p-value	Decision
Student	236	3.51	0.78	0.881	239	0.428	NS
Facilitator	5	3.48	0.77				

The data in Table 8 reveals that the students and facilitators responses showed a rating of moderate extent on the usage of mobile devices (mean = 3.51; SD = 0.78) and (mean = 3.48; SD = 0.77). The table implies that students and facilitators did not differ majorly in their responses regarding the perceived influence of business education students and their facilitators on the usage of mobile devices.

Hypothesis 3

There is no significant difference in mean responses of male and female respondents on the extent to which mobile learning enhances interaction among students and facilitators in National Open University of Nigeria Study Centres.

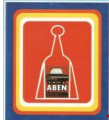


Table 9: Summary of t-test on the difference in mean responses of male and female respondents on the extent to which mobile learning enhances interaction among students and facilitators.

Group	N	Mean	SD	t-cal	Df	p-value	Decision
Male	112	3.55	0.63	0.433	232	0.666	NS
Female	122	3.51	0.78				

The data in Table 9 reveals that the male and female responses showed that there are high perceived influences of mobile learning on interaction among students and facilitators. The table revealed that null hypothesis that stated that there is no significant difference in mean responses of male and female respondents on the extent to which mobile learning enhances interaction among students and facilitators in National Open University of Nigeria Study Centres was supported.

Discussion of Findings

The purpose of this paper was to present the findings regarding the perceived influence of m-learning on the teaching and learning of business education courses in National Open University of Nigeria Study Centres. It looked at both students and facilitators' perception on influence of m-learning on students' academic performance. Tables 1 and 2 presented the mobile learning platforms which are likely useful to business education students and their facilitators. The most used among the mobile learning platform was WhatsApp. More than 72% of both students and facilitators indicated to a highly extent that WhatsApp is useful for their teaching and learning, while other mobile platform were moderately useful for their teaching and learning, expect for Hangout that the facilitators indicate to be barely useful. The platforms that was useful to the respondents serves as medium of sharing texts, audio and visual contents useful in academic performance. This was supported by Barhoumi (2015) {who found} that WhatsApp is a good tool for mobile learning when it is used in a blended course strategy. In a blended mobile lecture, anything posted by students or teachers will be instantly accessible for online students working from school or home. This was in agreement with the opinion of Boakye (2016) that mobile technology provides a discussion environment where learners can make their opinions and responses to clarify their understanding of concepts and promote learning. Some of the platforms provide opportunities for sharing of audio and visual academic contents in ways that greatly enhanced interaction between the faculties and students which have promoted their learning.



Tables 3 and 4 presented the extent to which mobile devices are being used by business education students and their facilitators. Findings reflect that mobile devices are being used by business education students in National Open University of Nigeria Study Centres to a high extent. Umoru (2015) reflects that when devices were utilized purposefully by students and teachers, the intended outcomes would improve. The intended business education outcomes obviously are those conferring on the students the skills, attitudes and competencies required by industries for office activities and for self-survival and successful living. The findings of the study reveal that using mobile devices in constructing new ideas enhances performance. It was also ascertained by Boakye (2016) that mobile technology devices provide opportunities for new learning exists among the respondents. Students receive useful comments on their learning from persons outside university context and the ability to search for course-related information to improve performance. The study also revealed that respondents prefer to prepare soft copy lecture notes using devices rather than hard copy because of its portability. The result contradicts the findings of Olsen, Kleivset and Langseth (2013) that Students of today still seem to prefer print on paper as the primary delivery mechanism for texts as part of their education. The study also among others revealed that using mobile devices increases interest in the subject content. This is also in consonance with the findings of Elfeky & Masadeh (2016) that students' understanding and comprehension of learning content provided via Mobile Learning was much better.

Tables 5 and 6 presents the extent to which mobile learning is perceived to enhance interaction of students and their facilitators in National Open University of Nigeria Study Centres. Mobile learning enhances interaction among students and facilitators in National Open University of Nigeria Study Centres to a high extent. The study was supported by Amiaya and Ranor (2015) that students can play back audio and video of interactions and also m-learning reduces the distance between teacher and students, thereby reducing students' pressure.

In summary, mobile learning platforms and devices that was useful to the respondents serves as a medium of sharing texts, audio and visual contents useful in academic performance. The findings of the study also reveal that using mobile devices in constructing new ideas enhance performance, likewise among others the study revealed that using mobile devices increases interest in the subject content. However, the study further showed that students can also play back audio and video of interactions and also m-learning reduces the distance between teacher and students, thereby reducing students' pressure.



Conclusion

Based on the findings of this study which reveals that m-Learning was perceived to have a positive influence on the teaching and learning of Business Education courses in National Open University of Nigeria Study Centres of Nigeria Study Centres., it was concluded that teaching and learning with mobile learning is desirable because of its enormous usefulness to business education students and their facilitator in their teaching and learning. This means that teaching and learning with the mobile devices and platforms positively influences business education students and their facilitators in their teaching and learning and can consequently further have a salutary effect on industry and the national economy.

Recommendations

In view of the result of the study and the conclusions drawn, the following recommendations were made:

There is need for Nigerian curriculum planners to incorporate mobile platforms and devices usage right from the onset of education. This is important if Nigeria is to catch up with the advanced country in the adoption of e-learning.

Business education teachers should integrate the use mobile learning and it devices as it enhances academic performance of business education students. Teacher should use m-learning platforms to prepare and disseminate teaching materials.

National Open University of Nigeria should encourage m-learning by opening m-learning platforms and educating their students on the use of em-learning.

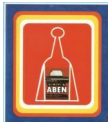
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STRATEGIES FOR INTEGRATING VERBATIM REPORTING INTO BUSINESS EDUCATION CURRICULUM

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Abstract

The paper sought the perception of Verbatim Reporters and Business Educators on the strategies for integrating verbatim reporting into business education curriculum in North-Central Universities, Nigeria. The study adopted a descriptive survey research design. The population consisted of all verbatim reporters in the Houses of Assembly and all the business educators in Universities offering business education in North-Central, Nigeria totaling 44, made up of 28 verbatim reporters and 16 business educators. One researcher-designed questionnaire titled “Strategies for integrating Verbatim reporting into Business education Curriculum Questionnaire”(CIVIBEC) was used to obtain responses from the respondents. The questionnaire adopted a four-point rating scale. The data gathered for this study was statistically analyzed by using Mean and standard deviation to answer the research question while paired-samples t-test statistics was used to test the null hypothesis at 0.05 level of significance. The finding revealed that the strategies for integrating verbatim reporting to business education curriculum include among others ICT utilization, a six-month SIWES among others. The finding from the hypothesis proved that there was no significant difference between the mean responses of Business Education lecturers and verbatim reporters regarding the strategies for integrating verbatim reporting into Business Education curriculum in North-central Nigerian Universities. Based on the findings and conclusion made, the study recommended that ICT utilization must be intensified to replace shorthand, introduction of a part-time programme for reporters on duty to upgrade their certificate{s} and a six-months practical parliamentary reporting as SIWES for business education students be put in place among others.

Keywords: Strategies, Integration, Verbatim reporting; Business Education Curriculum; North-Central Universities.



Introduction

Verbatim reporting is a dying trade in the Nigerian educational system; yet the profession remains highly in demand in Nigerian courts and parliaments at the national and local levels. Indeed, it has been argued that parliamentary reporters are indispensable if Nigerian's current democratic dispensation is to be sustained and strengthened. This situation demands the identification of methods to sustain the profession which is grossly associated with secretaryship. In Nigeria, secretaryship is regarded as a business education course. Business education is a conglomerate of courses concerned with the acquisition, development and inculcation of the proper values for the survival of the individuals and the society (FRN, 2009). Business education is an education for and about business. It combines both theoretical and practical knowledge. In the same vein, it exposes the recipient to the economic system of his country and equips him with lifelong skills that would enable him to make reasonable judgment as a producer (entrepreneur), employee or consumer of goods and services.

The term curriculum refers to the lessons and academic content taught in a school or in a specific course or program. Depending on how broadly educators define or employ the term, curriculum typically refers to the knowledge and skills students are expected to learn, which include the learning standards or learning objectives they are expected to meet; the units and lessons that teachers teach; the assignments and projects given to students; the books, materials, videos, presentations, and readings used in a course; and the tests, assessments, and other methods used to evaluate student learning. Verbatim reporting curriculum is therefore the lessons and academic content taught for the award of a certificate in Verbatim Reporting at Federal Training Centres in Nigeria.

According to the American Vocational Association (AVA) in Osuala (2009), business education is a programme of instruction which consists of two parts: (a) office education; a vocational education programme for office careers through initial, refresher and upgrading education leading to employability and advancement in office occupation, and (b) general business education; a programme to provide students with information and competencies needed by all in managing personal and business affairs and in using the services of the business world. Thus, business education helps individuals to acquire saleable skills that will enable them fit into various business organizations or be self-employed in the absence of paid employment.



Employers continually demand skilled and knowledgeable workers but due to the new and increasingly complex technological challenges faced by the educational system, it is not preparing students adequately for the workplace. Thus, organizations are experiencing increased demand to provide employees at all levels with adequate learning. A well-articulated business education programming, if properly implemented with efficiently deliverable teaching infrastructure can help bridge the skill gaps existing between school graduates and the requirements of corporate business organizations thus, reducing the huge cost of human resource development in business organizations.

Verbatim reporting is an important tool for parliamentary reporters in Nigeria. Parliamentary reporters take down, word-for-word, what is being said in the debates. Reporters take their notes in shorthand before transcribing them. The notes are then compiled and published as the Official Reports of Parliament, more popularly known as the Hansard. All the reporters in the legislatures across the country were trained Confidential Secretaries, and are therefore products of business education (Office option). The Federal Training Centres (FTC), in the main, has been the training institutions. The resource to draw trainee reporters from the pool of secretaries has a historical antecedent dated back 1959 when there was no organized training of official reporters, neither was a cadre of staff assembled for that purpose Ayodele (2014). It is from the pool of skilled secretaries that trainee reporters have largely been drawn over the years to undergo two sessions in reportorial skills.

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

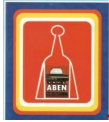
Curriculum integration can be described as an approach to teaching and learning that is based on both philosophy and practicality. It can generally be defined as a curriculum approach that purposefully draws together knowledge, skills, attitudes and values from within or across subject areas to develop a more powerful understanding of key ideas. Curriculum integration occurs when components of the curriculum are connected and related in meaningful ways by both the students and teachers. Integration of the curriculum entails a lot of time and work in respect of planning, organization and execution. The teachers have to be deeply involved,



enthusiastic and cooperative, especially over departmental borders, which will produce positive spin-off effects in teaching and research but may also generate conflicts that must be resolved. According to Bordbar (2018), teacher's competence is a major factor in integrating verbatim reporting into business education curriculum.

Some form of staff development will almost certainly be needed. The aim should be to: (1) familiarize the staff with the objectives of an integrated programme and allow them to explore its advantages, (2) identify the local barriers to increased integration as an initial step and address them effectively and (3) explain the staff members how the integrated teaching/learning programme will be delivered and their roles and responsibilities in it. This also includes explaining the role of the study guides and logbooks, the range of learning situations and the approach to the assessment process.

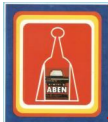
It may be ideal to change to a whole new integrated curriculum, but that may be too challenging for some of the academics and the existing infrastructure and facilities may not be adequate for a rapid change. To start with, the scope of integration may be limited to only a module or a phase (consisting of several modules). This will help to adapt to a change gradually, would be less stressful and will provide an opportunity to learn from the experience. Malik and Malik (2011) reiterated that it is vital to set up different working groups and define their responsibilities with each module having its own Integrated Committee (IC). It is vital to set up different working groups and define their responsibilities. Each module should have its own Integration Committee (MIC) which may be led by the module coordinator (MC). The Faculty Integration Committee (FIC) should be led by a senior academician preferably by one who also holds a key post such as deputy dean academics. The membership of the working team would depend upon the module to be integrated. For a pre-clerkship module, apart from representatives of all the Business education disciplines (e.g. Accounting, Office Technology and Management and Marketing) the team should include a business educator and at least one relevant Entrepreneurship teacher as a member. For a Business education module, the majority of the members would be Business educators with relevant basic experiences. Each team should choose their secretary and scribe and specify their roles. FIC should comprise the senior faculty members. The representatives from different relevant disciplines may be invited as and when required. The MCs would present their integrated modules to the FIC where each module should be examined thoroughly and critically, mainly emphasizing on: Learning outcomes; Contents; Relationship of contents to the learning outcomes and themes; Sequencing of topics; Teaching/learning methods for each topic; Contents of each topic and their relation to the learning outcomes and Assessment methods. This corroborates the view of



Kinsiz (2010) who stated that teaching strategies, for all practical purposes, mean the same thing.

Learning outcomes are the statements that describe significant and essential learning that learner's would have achieved and could reliably demonstrate at the end of the course (Spady 1994). The learning outcomes should be short statements that are easy to communicate and usually begin with an action verb. They must be well developed as they not only specify what is to be achieved at the end of a module, but also guide in the identification of the curriculum content, the teaching/learning methodologies and assessment methods. The learning outcomes of the module should be identified by the MIC and approved by FIC. The learning outcomes of each module may be general which are broad statements and specific which accurately and specifically identify the knowledge, skills and attitudes to be achieved in a particular module. Kizlik, (2017) stated that teaching strategies, for all practical purposes, mean the same thing. Regardless of what we call such processes, they are primarily descriptions of the leaning objective-oriented activities and flow of information between teachers and students. In the same vain, Godstime (2016) suggested that regular embarking on excursion, use of apprenticeship system, Students' work experience scheme (SIWES) programme, and skills acquisition programme, use of model and computer simulations and cooperative training programed are relevant to the teaching of practical skills vocational education in Nigeria.

Themes unite the disciplines and blur the boundaries among them. The theme of the week acts as a magnet for all the teaching/learning activities during that week. 'A fertile theme is webbed to curriculum contents and disciplines or subjects use the theme to sift out appropriate concepts, topics or ideas' (Fogarty 1991). Focusing on 'themes' enables teachers to meaningfully link different disciplines so that students will see the 'big' picture and appreciate the relevance of learning to their future practice. Choose the themes carefully as they will also determine the sequence of teaching/learning sessions. The theme for the first week should reflect the topics that need to be covered in the early part of the module. The flow of the topics should be logical and each new topic should build on the previous knowledge. Some of the topics are best taught in joint sessions or symposia not only to avoid overlap and duplication, but also for integration. The teaching/learning methods also need to be consistent with the learning outcomes. If at the end of the module the student is expected to perform certain procedures, then he/she should be given the opportunity to practice those procedures. The contents covered in small group sessions or self-study should not be repeated in lecture method. Appropriate time needs to be allocated for each teaching/learning session. A lecture should not be given more than



1 hour including generous time for question/answer session. The student-centered teaching/learning sessions should be given generous time so that students have enough time to thoroughly go through the topic.

According to McAleer (2001) what is assessed and which methods are used will play a significant part in what is learnt and how it is learnt. The success of integrated curriculum depends on the implementation of integrated assessment. Having mismatch between teaching/learning strategies and assessment methodologies is an effective recipe for failure of implementation of any curriculum. Plan the assessment at the same time while preparing the integrated modules. The assessment tools must adequately test the achievement of desired outcomes. Use assessment tools that assess the higher levels of cognition, such as understanding, comprehension, interpretation, analysis and decision making skills rather than simple recall of knowledge. Integrate assessment to reflect integrated curriculum. The examination questions should be constructed by a group of lecturers representing different contributing disciplines.

Willingness to accept the shortcomings in the curriculum or its implementation and to make the appropriate changes should be an ongoing process. Draw a plan for re-evaluation of the curriculum and design a mechanism to institute changes if required. The re-evaluation may be based on students' and staff feedback at regular intervals, external examiner comments and students performance in assessment exercises. It is crucial to have a proper mechanism or standard operative procedure of making any change in the curriculum. The changes should not be made on ad hoc basis and must be approved by the Curriculum Committee before implementation. The change and its basis should be recorded for future reference. Although the move towards adopting integrated curriculum is gathering momentum world-wide, there are several schools that are still unaware of this movement or finding it hard to make the change. Interpretation of 'integration' varies in different institutions and among individuals; however, knowledge about the different levels of integration and steps for developing an integrated curriculum will make it easier to make the change. The process of change will be relatively difficult in institutions with established curricula mainly, because it needs to change the mindset of the faculty. The training of faculty through discussions and workshops should be an initial step in this situation.

Statement of the Problem

In Nigeria, the reportorial profession which is a subset of the secretarial branch of business education is in imminent danger of extinction. While international journals



report that the reportorial profession is alive and healthy the same cannot be said of the situation in Nigeria. With the recent trends in technological development and the use of modern office equipment which has become the norms for all offices, the reportorial profession has not attained the level of indispensability in Nigeria as claimed by these foreign textbooks. The country does not have enough qualified Verbatim Reporters which are needed in the three arms of government for employment. Experience has shown that Publication department which is one of the two core departments in the Legislative Houses is in very short supply of requisite manpower. The certificates in verbatim reporting awarded by the Federal Training Centres is not as valuable as a degree certificates. That is why a verbatim reporting certificate holder have their terminal point as grade level 14 in the Civil Service salary structure as against a degree holder who can reach level 17. This is the main reason why secretaries are not willing to go for reportorial course in Federal training Centres any longer, if immediate and effective solution is not provided, within the next few years, this vital cadre will become extinct. It therefore become worrisome that in the computer age as described above, a critical profession, Verbatim Reporting, which shall be a subset of Business Education is facing severe inadequate manpower challenge despite the fact that Business Education programmes are run in various universities and polytechnics in the country. This in conjunction with the researcher's long standing experience and interest in the profession forms the basis for seeking to identify strategies, integrating verbatim reporting into business education curriculum in North-central Nigerian Universities.

Research Question

The following question was raised to guide the study:

What are the strategies for integrating verbatim reporting into Business Education Curriculum in North-Central Nigerian Universities?

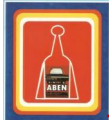
Research Hypothesis

The following research hypothesis was tested at 0.05 level of significance:

H₀₁: There is no significant difference in the responses of the stakeholders regarding the strategies for integrating verbatim reporting into Business Education Curriculum in North-Central Nigerian Universities

Methods

The research design used for this study was descriptive survey. This is an approach that looks for relationship on the basis of which projections are based. The method is considered appropriate because it allows the researcher to make careful record of what was observed so that the researcher can analyze the information obtained from



a representative sample of the population and to describe situation as they exist with regard to strategies for integrating verbatim reporting into business education curriculum in North-central Universities, Nigeria. The population of the study comprised all the verbatim reporters in all the Houses of Assembly in North-central States and all the business educators in all the North-Central Nigerian Universities they are 28 and 16 respectively totally 44. The sample for this study comprised of 19 Verbatim reporters across the North central States and 12 Business educators from Kwara State University, Malete, University of Ilorin and Alhikmah University, Ilorin randomly selected. A self-designed Questionnaire was administered to elicit information from the respondents.

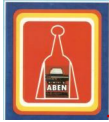
Results

Research Question

What are the strategies for integrating verbatim reporting into Business Education curriculum in North central Nigerian Universities?

Table 1: Mean and standard deviation of responses on the strategies for integrating verbatim reporting into Business Education curriculum

S/N	List of Databases available for teaching and research	Mean	SD	Remark
1	ICT utilization	3.68	0.72	Strongly Agreed
2	Introducing part-time programmes for reporter on duty to upgrade their certificate	3.71	0.46	Strongly Agreed
3	Upgrade of instructional facilities.	3.61	0.50	Strongly Agreed
4	Unification between Business Education and verbatim reporting curriculum.	3.32	0.48	Agreed
5	Training for Business education lecturers in parliamentary reporting.	3.50	0.51	Strongly Agreed
6	Students and lecturers positive attitudes.	3.43	0.50	Agreed
7	Creating verbatim reporting for business education programme.	3.71	0.46	Strongly Agreed
8	Specialization on B.Sc Ed in business education Verbatim reporting option.	3.79	0.42	Strongly Agreed
9	Specialization on B.Sc Ed in Verbatim reporting.	3.36	0.62	Agreed
10	Introduction of special verbatim reporting subjects at 300 and 400 levels.	3.64	0.68	Strongly Agreed
11	Drawing a plan for re-evaluation of the curriculum to institute changes if required.	3.50	0.58	Strongly Agreed
12	Implementation of integrated assessment.	3.14	0.45	Agreed
13	A six-month practical parliamentary reporting during SIWES for Business education (Verbatim reporting option).	3.86	0.36	Strongly Agreed
Weighted Average		3.56	0.52	Strongly Agreed



Analysis of Results

Analysis of data in Table 1 revealed an average calculated mean of 3.56 and standard deviation of 0.53, it shows that all the constructs in table above are strategies for integrating verbatim reporting into Business Education curriculum. The Table showed that Business Education lecturers and verbatim reporters strongly agreed to all the 13 constructs with mean ranges from 3.32 to 3.86. All the thirteen constructs have standard deviation ranges from 0.36 to 0.72, which are below the fixed value of 1.96. This means that the responses of the respondents are not wide spread as it is close to the mean. This implied that all the constructs identified in Table 1 are strategies for integrating verbatim reporting into Business Education curriculum (Mean = 3.56, SD = 0.52).

Hypothesis

H₀₁: There is no significant difference between the mean responses of Business Education lecturers and verbatim reporters regarding the strategies for integrating verbatim reporting into Business Education curriculum in North-central Nigerian Universities.

Table 2: Paired-Samples *t*-test result of mean difference between responses of Lecturers and verbatim reporters regarding the strategies for integrating verbatim reporting into Business Education curriculum

Gender	N	Mean	SD	t-cal	Df	Sig (2tailed)	Decision
Lecturers	12	3.53	0.42	-3.419	30	0.009	Not Rejected
Verbatim Reporters	19	3.91	0.09				

Source: Field survey, 2019

Table 2 revealed that Business Education lecturers had mean and standard deviation responses of 3.53 and 0.42, respectively, while verbatim reporters had mean and standard deviation responses of 3.91 and 0.09 respectively. The calculated value of *t* was -3.419 ($t_{30} = -3.419$). The observed *p*-value was 0.009 which is less than the fixed *p*-value of 0.05 ($p < 0.05$). Therefore, the null hypothesis, which stated that, there is no significant difference between the mean responses of Business Education lecturers and verbatim reporters regarding the strategies for integrating verbatim reporting into Business Education curriculum in North-central Nigerian Universities, was rejected. Hence, the inference drawn was that business education lecturers and verbatim reporters did not differ significantly in their opinion on the strategies for



integrating verbatim reporting into Business Education curriculum in North-Central Nigerian Universities.

From Table 1 above, it could be seen that integration of verbatim reporting into business education programme has a Mean of 3.71 meaning that both the business educators and verbatim reporters are greatly in support of the integration. Also, introduction of part-time programme for the reporters on the job with a Mean of 3.71 received a mass support of both the business educators and verbatim reporters because of the inherent opportunities and advantages. Though, specialization of B.Sc Ed. Verbatim reporting has a Mean of 3.79 but with the latest policy on business education curriculum, this could not be possible rather verbatim reporting should be part of business education programme. A six month practical parliamentary reporting as SIWES for business education students with Mean of 3.86 received majority support from the verbatim reporters and the business educators alike, meaning that the strategy is germane for integration of verbatim reporting into business education programme in North central Nigerian, Universities.

Findings in Table 1 revealed that nine out of the thirteen questionnaire items were strongly agreed to with a weighted average of 3.56 while the rest four items were agreed to with a weighted average of 0.52. All things being equal, the analysis revealed that all the items were agreed to by both the Business educators and verbatim reporters as strategies for integrating verbatim reporting into business education programme in North Central Nigerian universities.

Findings from the hypothesis proved that the observed p-value was 0.009 which is less than the fixed p-value of 0.05 ($p < 0.05$). Therefore, the null hypothesis, which stated that, there is no significant difference between the mean responses of Business Education lecturers and verbatim reporters regarding the strategies for integrating verbatim reporting into Business Education curriculum in North-central Nigerian Universities, was rejected.

Discussion of Findings

The finding in relation to research purpose, question and hypothesis revealed that business educators and verbatim reporters in North Central Nigeria agreed to the strategies for integrating verbatim reporting into business education curriculum to be good strategies. The findings also revealed that there was significant difference between the mean ratings of business educators and verbatim reporters regarding the strategies of integrating verbatim reporting into business education curriculum which also shows that business educators demonstrated a high level of the extent of



desirability of the integration than the verbatim reporters based on their academic experience. This implies that adopting most of these strategies will bring about a successful integration of business education into business education curriculum thereby resulting to systematic reformation through upgrading of instructional facilities, improving teacher's competence, establishment of different working groups and exposing the business education graduates to practical parliamentary experience

These findings corroborate that of Bordbar (2018) who affirmed that teacher's competence is a major factor in integrating verbatim reporting into business education curriculum. Establishment of working groups with their responsibilities is another good strategy for a successful integration; Malik and Malik (2011) corroborated this when they remarked that it is vital to set up different working groups and define their responsibilities with each module having its own Integrated Committee (IC). Effective communication between the teachers and the students is another identifiable strategy. This corroborates the view of Kinsiz (2010) who stated that teaching strategies, for all practical purposes, mean the same thing. Regardless of what we call such processes, they are primarily descriptions of the leaning objective-oriented activities and flow of information between teachers and students. Practical parliamentary reporting during SIWES for business education students is another good strategy for a successful integration of verbatim reporting into business education programme.

Conclusion

The aims of integrating verbatim reporting subjects with business education programme is to engender positive attitudes to learning by fostering a climate of enquiry where ideas are respected and can be freely shared (Klein, 2009). For these to be possible, the teachers are expected to ensure that their lessons and/or activities have clear aims and purposes which are shared with the students, cater appropriately for the learning of students of differing abilities, interests and learning styles, have resources and learning tasks that are suitably differentiated to match individual learning needs, create and sustain students' interest and motivation and ensure the full participation of all class members.

Lecturers are encouraged to experiment with teaching techniques designed to enhance learning. Lesson planning includes clear learning objectives; success criteria; differentiated activities where appropriate and a planned plenary session to



discuss the content of the lesson, explore future possibilities, and provide time for reflection. The delivery of the curriculum is the immediate responsibility of the individual teacher (Gulbrandsen & Aanstad, 2015). If all the strategies highlighted among others could be adhered to, integration of verbatim reporting to business education programme will be successful.

Recommendations

The following recommendations are put forward by the researcher:

Information Communication Technology (ICT) utilization must be intensified upon instead of shorthand as a strategy for successful integration of verbatim reporting into business education programme.

Introduction of a part-time programme for reporters on duty to upgrade their certificate is a welcome strategy for integration to take place.

Instructional facilities in the business education department must be upgraded to accommodate the integration of verbatim reporting into business education programme.

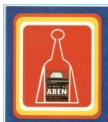
A six-months practical parliamentary reporting as SIWES for business education students will afford the students to have practical parliamentary experience before they graduate.

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UNDERGRADUATE STUDENTS' PERCEPTION OF THE PROVISION OF LEARNERS SUPPORT RESOURCES IN BUSINESS EDUCATION PROGRAMME IN NNAMDI AZIKIWE UNIVERSITY, AWKA, NIGERIA

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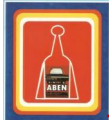
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Abstract

In order to execute this study, three research questions were answered and three null hypotheses were tested. Descriptive survey design was adopted. The entire population of 234 business education students in Nnamdi Azikiwe University, Awka were studied without sampling. A four point rating scale questionnaire containing 20 items was used for data collection. Cronbach Alpha method was used to establish the reliability of the instrument which yielded coefficients of 0.91, 0.76 and 0.84 for the different clusters with an overall coefficient of 0.84. The researchers administered the instrument with the help of four research assistants to the respondents. Mean and standard deviation were used to answer the research questions and determine the homogeneity or otherwise of the respondents' while t-test was used to test the hypotheses at 0.05 level of significance using SPSS 23.0. Findings of the study revealed that undergraduate students perceived that guidance and counselling and feedback support resources were not provided but library support resources were provided in business education programme in Nnamdi Azikiwe University, Awka. The study also discovered that respondents did not differ significantly in their mean ratings on the provision of guidance and counselling as well as library support resources but differ significantly on feedback support resources in business education programme in Nnamdi Azikiwe University, Awka based on their gender. Based on the findings of the study, the researchers concluded that guidance and counselling as well as feedback support resources are needed in business education programme in order to equip students with good decision-making and life-long learning skills to overcome unexpected barriers on their academic and career aspirations in the university. It was recommended among others that, Business Education Department and university counsellors should work together towards ensuring that undergraduate business education students are weekly scheduled for counselling sessions in order to identified and provide solutions to their needs and challenges in the university **Keywords:** *Business education, educational resources and learners support resources*



Introduction

A comprehensive university education programme prepares students' for the challenges of their future professional careers and endeavours in the labour market. The educational programmes offered in universities are advanced and tailored to the requirements of the corporate world. Globally, there is a clarion call for the movement of Science, Technology, Engineering and Mathematics (STEM) programmes to Science, Technology, Engineering, Arts and Mathematics (STEAM) in universities for students to become active innovators through creative ideas from hands-on teaching and learning experiences. One then wonder, why Education, which is the mother of all disciplines is relegated to the background among mainstream courses in tertiary institutions. Perhaps, this ugly reality may be responsible for the lukewarm attitude of past and present Nigerian governments towards effective funding of faculty-based education programmes in her tertiary institutions.

One of such faculty-based education programmes in Nigerian tertiary institutions is business education. Remarkably, business education programmes which is not one of the glamorous courses of study in Nigeria is built on making its recipients become job creators, wealth providers, workplace ICT consultants, entrepreneurs of small and medium enterprises and executive managers of business entities (Nwazor & Onokpaunu, 2016). As depicted by Ugwoke (2011), business education is a work-focused, skill-based, result-oriented and technology-based programme. Business education programme is expensive and demands the use of modern educational resources to keep students in tune with current developments of the business world. One of the theories of vocational and technical education, which business education is a part of, posited that the tools, equipment and facilities with which the learner is trained must be a replica of machinery used in the workplace (Akpan, 2010). Similarly, Bongotons and Onyenwe (2010) stated that one of the implementation pillars of a successful business education programme is laid on the availability and adequacy of educational resources.

Conceptually, resources are inputs and outputs materials used for achieving stated goals and objectives. In the context of education, Abayomi (2009) stated that resources are pieces of information or evidence, an activity or idea or a combination of human and instructional materials that enables a learner to learn, think, feel and create. Educational or instructional resources according to Ugwuanyi and Eze (2008), are those basic requirements that aid and facilitate effective school teaching



and learning. In business education programme, educational resources include business educators, support staff, instructors, technologists, typing laboratories, shorthand studios, model offices, classroom and library as well as equipment (Onyesom, 2013). However, one important aspect of instructional resources that enable students to adjust to the psychological, physical and educational demands of tertiary education is learners support resources.

Learners support resources are human and non-human materials that provides scaffolding incentives for the cognitive, affective and psychomotor development of students in educational institutions. Learners support resources are part and parcel of educational institutional systems that controls the pre-admission, admission, instructional activities and graduation stages of a student's years of academic journey in any tertiary institution. According to Michubu, Nyerere and Kyalo (2017), learners support services are those resources that make the learner's academic life more effective and comfortable. These support resources are put in place to ensure that students have a sense of direction and purpose in their educational endeavours in tertiary institutions. Ipaye in Patrick and Iherjirika (2012) opined that, the main reason for the establishment of learners support resources in educational institutions is to provide a warm, and supportive atmosphere for learners so as to enable them develop self-confidence in order to achieve tangible success in their individual academic and life-long engagements.

One can therefore infer that, learners support resources are supportive apparatus made available for students to experience a stress-free learning environment capable of facilitating academic success. Collectively, Amini (2012) asserted that learners' support system encompasses the provision of counselling services, library services, media resources centre, feedback services, orientation, study guide or kits services, face-to-face tutoring and administrative support services. In another note, Michubu, Nyerere and Kyalo (2017) categorized learner support systems, structures or resources into student advisory services and non-academic services. Student advisory services include academic advising, guidance and counselling, financial advisory services and professional services among others. While, non-academic services are school social work services, tutorial/special education services, medical and dentistry services and accommodation service.

From the aforementioned learners support resources, the study is delimited to guidance and counselling support resources, library support resources and feedback



support resources. The word, guidance and counselling according to Nweze and Okolie (2014), have been used either individually or synonymously by various authors. Guidance and counselling according to Akpan (2010), is an educational service that seeks to provide students with the opportunity to obtain holistic educational development for more functional and productive life. Guidance and counselling support resources are provided to help business education students make the right choices that would not jeopardize their educational aspirations.

Although, the university provides solace for students to express their freedom without parental guidance, it is also a good place to acquire scholarly competencies. The only place in a university where students and educators as well as information users can obtain updated academic and non-academic information for teaching, learning, research and entertainment purposes is the library. Correspondingly, Gakuu (2013) averred that library support resources assist students from under-privileged backgrounds to cope with mainstream courses, provides a separate and safe space for addressing learning difficulties, help them acquirereading and writing skills and also helps in clarifying key concepts and elements of instructional materials.

The gathering of knowledge by undergraduate business education students from consulted library materials can improves their academic performance and retention when there is a feedback channel with business educators and other educators in tertiary institutions. Gakuu (2013) opined that feedback is the type and amount of response students receive from instructors concerning their course work. Similarly, Segoe (2013) asserted that feedback as a learner support resource helps students' to maximize their potentials at different stages of educational development as it explore their awareness of strengths and areas that need improvement. Feedback support resources are important teaching and learning devices in business education programme because they facilitate diagnostic and formative assessment between business educators and students. Hence, Chetwynd and Dobbyn (2011) opined that, effective feedback support resources play a vital role on students' academic development and facilitates the development self-regulating learners.

The life of an undergraduate in a university is full of challenges. It is a place where male and female students strive for academic excellence. Due to the fact that, undergraduate students' comes from different socio-demographic, cultural and economic backgrounds, the provision of learners support resources in universities



cannot be overemphasized. Furthermore, empirical research works on the provision of different forms of educational resources are available in literature but in the context of learners support resources, there seems to be paucity of research works on this regard. It is against this background, that this study sought to ascertain the perception of undergraduate students on the provision of learners support resources in business education programme in Nnamdi Azikiwe University, Awka.

Research Questions

The following research questions guided the study:

What is the perception of undergraduate students on the provision of guidance and counselling support resources in business education programme in Nnamdi Azikiwe University, Awka?

What is the perception of undergraduate students on the provision of library support resources in business education programme in Nnamdi Azikiwe University, Awka?

What is the perception of undergraduate students on the provision of feedback support resources in business education programme in Nnamdi Azikiwe University, Awka?

Hypotheses

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

There is no significant difference in the mean response of undergraduate students on the provision of guidance and counselling support resources in business education programme in Nnamdi Azikiwe University, Awka based on their gender

There is no significant difference in the mean response of undergraduate students on the provision of library support resources in business education programme in Nnamdi Azikiwe University, Awka based on their gender

There is no significant difference in the mean response of undergraduate students on the provision of feedback support resources in business education programme in Nnamdi Azikiwe University, Awka based on their gender

Method

A descriptive survey design was employed for the study. The study was conducted in Nnamdi Azikiwe University, Awka located in Awka South Local Government Area.



The entire population of 234 business education students in 100 and 400 level of 2019/20 academic sessions were studied without sampling. A structured and face-validated questionnaire titled “Perception of Provision of Learners Support Resources (PPLSR) was used for data collection. The questionnaire contained 20 items on a four-point rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) with assigned weight of 4, 3, 2 and 1 respectively. A pilot test was conducted to establish the internal consistency of the instrument by administering it to 30 undergraduate business education students in Chukwuemeka Odumegwu Ojukwu University, Anambra State who were not part of the study. The data collected were analyzed using Cronbach alpha to obtain reliability coefficients of 0.91, 0.76 and 0.84 for the different clusters with an overall coefficient of 0.84. The researchers administered the instrument to the respondents with the help of four research assistants. Mean and standard deviation were used to answer the research questions and determine the homogeneity or otherwise of the respondents' views. Decisions on the research questions were based on the grand mean in relations to the real limits of numbers. Therefore, items with mean ratings of 1.00 - 1.49 are rated Strongly Disagree, those with 1.50 - 2.49 are Disagree (D), items with mean ratings of 2.50 - 3.49 are rated Agree (A) and those with 3.50 - 4.00 are rated Strongly Agree (SA). In testing the null hypotheses at 0.05 level of significance, t-test was used. A hypothesis was accepted where the p-value is equal to or greater than the alpha level of 0.05 ($p > 0.05$), at a degree of freedom; otherwise, the null hypothesis was rejected. The analysis was carried out using SPSS version 23.0.

Results

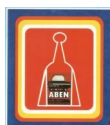
The result of the study are presented and analyzed in the following tables.

Research Question 1

What is the perception of undergraduate students on the provision of guidance and counselling support resources in business education programme in Nnamdi Azikiwe University, Awka?

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

Table 1: *Mean and standard deviation of respondents on provision of guidance and counselling support resources in business education programme*



S/N	Students' perception on the provision of guidance and counselling support resources	Mean	SD	Remark
1	Guidance and counselling support resources are provided for business education students on how to personally adjust to life in the university	1.10	0.83	Strongly Disagree
2	Guidance and counselling support resources are provided for business education students on how to handle course workload	1.26	0.89	Strongly Disagree
3	Guidance and counselling support resources are provided for business education students on how to prepare for examinations	2.07	0.86	Disagree
4	Guidance and counselling support resources are provided for business education students with special learning needs in the university	1.04	0.80	Strongly Disagree
5	Guidance and counselling support resources are provided for sexually abuse business education students in the university	1.06	0.84	Strongly Disagree
6	Guidance and counselling support resources are provided for students on how to select appropriate area of specialization in business education	1.58	0.89	Disagree
7	Guidance and counselling support resources are provided for business education students on the transition of one year of study to another	1.22	0.89	Strongly Disagree
Weighted Average		3.56	0.52	Strongly Agreed

Data in Table 1 shows that out of seven items listed on guidance and counselling support resources, the respondents strongly disagree that five items (item 1, 2, 4, 5 and 7) were provided with mean ratings ranging from of 1.06 to 1.26. The remaining two items (item 3 and 6) were disagree by respondents with a mean rating of 1.58 and 2.07. The cluster mean score of 1.33 means undergraduate students perceived that guidance and counselling support resources were not provided in business education programme in Nnamdi Azikiwe University, Awka. The standard deviations for all the items are within the same range showing that the respondents are not wide apart in their ratings.

Research Question 2

What is the perception of undergraduate students on the provision of library support resources in business education programme in Nnamdi Azikiwe University, Awka? Data collected in respect to this research question were analyzed and the results are presented in Table 2.



Table 2: *Mean and standard deviation of respondents on provision of library support resources in business education programme*

S/N	Students' perception on the provision of library support resources	Mean	SD	Remark
8	Students are provided with updated materials relevant to business education in the university library	3.86	0.43	Strongly Agree
9	Students are provided with online business education learning materials in the university library	3.02	0.29	Agree
10	Business education students are provided with lending services in the university library	3.96	0.72	Strongly Agree
11	Business education students with special learning needs are provided with assistive learning materials in the university library	1.15	0.55	Strongly Disagree
	Business education students are provided with 2.77 0.22 Agree referral services in the university library			
	Business education students are provided with 1.90 0.68 Disagree consultancy services in the university library			
	Business education students are provided with book reservation services in the university library	1.68	0.37	Disagree
Weighted Average		2.62		Strongly Agreed

Data in Table 2 shows that out of seven items listed on library support resources, the respondents strongly agree that two items (item 8 and 10) were provided with mean ratings of 3.86 and 3.96 and agree that two items (item 9 and 12) were provided with mean ratings of 2.77 and 3.02. The respondents strongly disagree that one item (item with a mean rating of 1.15 and disagree that two items (item 13 and 14) were provided with mean ratings of 1.68 and 1.90. The cluster mean score of 2.62 means undergraduate students perceived that library support resources were provided in business education programme in Nnamdi Azikiwe University, Awka. The standard deviations for all the items are within the same range showing that the respondents are not wide apart in their ratings.

Research Question 3

What is the perception of undergraduate students on the provision of feedback support resources in business education programme in Nnamdi Azikiwe University, Awka?

Data collected in respect to this research question were analyzed and the results are presented in Table 3.

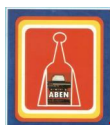


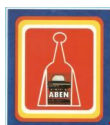
Table 3: *Mean and standard deviation of respondents on provision of feedback support resources in business education programme*

S/N	Students' perception on the provision of feedback support resources	Mean	SD	Remark
	Detailed feedback comments are provided on business education students' assignments in the university	1.36	1.02	Strongly Disagree
	Prompt feedback comments are provided on business education students' term papers in the university	1.18	0.56	Strongly Disagree
	Corrective feedback support resources are provided on business education students' assignments in the university	3.24	0.93	Agree
	Self-explanatory feedback support resources are provided for business education students with special learning needs	2.20	0.65	Disagree
	Two way communication channel between business educators and students are provided in the university	3.31	0.87	Agree
	Students are provided with clear criteria for assessing their academic performance in business education courses in the university	2.73	1.09	Agree
	Weighted Average	2.28		Disagree

Data in Table 3 shows that out of six items listed on feedback support resources, the respondents disagree that one item (item 18) and strongly disagree that two items (item 15 and 16) were provided with mean ratings of 2.20, 1.36 and 1.18. The respondents agree that the remaining three items (item 17, 19 and 20) were provided with mean ratings ranging from 2.73 to 3.31. The cluster mean score of 2.28 means undergraduate business education students perceived that feedback support resources were not provided in business education programme in Nnamdi Azikiwe University, Awka. The standard deviations for all the items are within the same range showing that the respondents are not wide apart in their ratings.

Hypothesis 1

There is no significant difference in the mean response of undergraduate students on the provision of guidance and counselling support resources in business education programme in Nnamdi Azikiwe University, Awka based on their gender



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

Table 4: *Summary of t-test analysis of male and female undergraduate students on the provision of guidance and counselling support resources in business education programme*

Gender	N	X	SD	df	p-value	Decision
Male	108	52.06	8.31	232	.226	Not Significant
Female	126	82.43	10.94			

Table 4 shows that the p-value of .226 at 232 degree of freedom is greater than the alpha value of 0.05 ($p > 0.05$). This means that the respondents did not differ significantly in their mean ratings on the perceived provision of guidance and counselling support resources in business education programme in Nnamdi Azikiwe University, Awka as a result of gender. Therefore, the null hypothesis is accepted.

Hypothesis 2

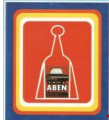
There is no significant difference in the mean response of undergraduate students on the provision of library support resources in business education programme in Nnamdi Azikiwe University, Awka based on their gender

This null hypothesis was tested using t-test at 0.05 level of significance and the results are presented in Table 5.

Table 5: *Summary of t-test analysis of male and female undergraduate students on the provision of library support resources in business education programme*

Gender	N	X	SD	df	p-value	Decision
Male	108	70.06	11.16	232	.394	Not Significant
Female	126	93.31	15.02			

Table 5 shows that the p-value of .394 at 232 degree of freedom is greater than the alpha value of 0.05 ($p > 0.05$). This means that the respondents did not differ significantly in their mean ratings on the perceived provision of library support resources in business education programme in Nnamdi Azikiwe University, Awka as a result of gender. Therefore, the null hypothesis is accepted.



Hypothesis 3

There is no significant difference in the mean response of undergraduate students on the provision of feedback support resources in business education programme in Nnamdi Azikiwe University, Awka based on their gender

This null hypothesis was tested using t-test at 0.05 level of significance and the results are presented in Table 6.

Table 6: Summary of t-test analysis of male and female undergraduate students on the provision of feedback support resources in business education programme

Gender	N	X	SD	df	p-value	Decision
Male	108	43.60	5.91	232	.00	Significant
Female	126	59.01	7.48			

Table 6 shows that the p-value of .00 at 232 degree of freedom is lesser than the alpha value of 0.05 ($p < 0.05$). This means that the respondents differ significantly in their mean ratings on the perceived provision of feedback support resources in business education programme in Nnamdi Azikiwe University, Awka as a result of gender. Therefore, the null hypothesis is rejected

Discussion of Findings

Findings of the study revealed that undergraduate students perceived that guidance and counselling support resources are not provided in business education programme in Nnamdi Azikiwe University, Awka. The outcome of this study also agrees with the finding of Ozioko (2014) that guidance and counselling support resources are not provided to cater for students' personal and social challenges in universities. More so, the study disclosed that respondents did not differ significantly in their mean ratings on the perceived provision of guidance and counselling support resources in business education programme in Nnamdi Azikiwe University, Awka based on their gender. This implies that undergraduate business education students are not given comprehensive guidance and counselling supports to handle the demands of the programme as well as their personal and academic challenges in the university. The non-significant difference in the mean ratings of undergraduate students on the provision of guidance and counselling support resources in business education programme on the basis of their gender is consistent with the study of Michubu, Nyerere and Kyalo (2017) which reported that universities have guidance and counselling units that does not provide quality services to undergraduate students.



Also, the study disclosed that undergraduate students perceived that library support resources were provided in business education programme in Nnamdi Azikiwe University, Awka. This finding tallies with that of Eze and Uzoigwe (2013) which reported that university libraries in Nigeria provide a variety of library support services for undergraduate students. More so, respondents did not differ significantly in their mean ratings on the perceived provision of library support resources in business education programme in Nnamdi Azikiwe University, Awka based on their gender. This implies that undergraduate business education students have access to updated learning materials of business education in the library without any restrictions. The outcome of this study is in line with the discovery of Okeodion and Anaehobi (2014) which reported that interlibrary services, document delivery, reference services and lending services were provided for undergraduate students in Nigerian universities. The availability of library support resources will go a long in improving undergraduate students' academic performance and retention in business education.

Outcome of the study indicated that undergraduate students perceived that feedback support resources were not provided in business education programme in Nnamdi Azikiwe University, Awka. The finding is in line with the discovery of Nakpodia (2010) who reported that students lack effective feedback support services from their teachers. The non-provision of feedback support resources as perceived by undergraduate students in business education programme is in agreement with the study of Patrick and Ihejirika (2012) which reported that feedback on assignments are often delayed and always given during or after examination has been conducted. More so, the study disclosed that respondents differ significantly in their mean ratings on the perceived provision of feedback support resources in business education programme in Nnamdi Azikiwe University, Awka based on their gender. This finding could be attributed to the difference in the self-esteem level of male and female undergraduate students.

Conclusion

Clearly, learners' support resources are given underrated status in educational institutions but they contribute immensely to the general effectiveness of teaching and learning activities of educators and students. Based on the findings of the study, the researchers concluded that guidance and counselling as well as feedback support resources are needed in business education programme in order to equip students with good decision-making and life-long learning skills to overcome unexpected barriers on their academic and career aspirations in the university



Recommendations

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

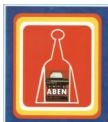
Business Education Department and university counsellors should work together towards ensuring that undergraduate business education students are weekly scheduled for counselling sessions in order to identify and provide solutions to their needs and challenges in the university.

Business educators should apply feedback mechanisms that are timely, participative and collaborative in order to keep their students in touch with necessary information they need to succeed in their academics.

Management of universities should ensure that their libraries are stocked with assistive learning materials that would make undergraduate business education students with special learning needs enjoy the benefits of inclusivity in the university.

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UTILIZATION OF SOCIAL MEDIA FOR ACADEMIC PURPOSES BY BUSINESS EDUCATION STUDENTS IN NIGERIAN COLLEGES OF EDUCATION

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Abstract

The proliferation of social media platforms and the high volume of social media subscription by members of the academia demand that researches be conducted to investigate its influence on academic activities among students and teachers. This study examined the influence of social media on academic activities of business education students in colleges of education in Osun State. Descriptive survey research design was adopted for the study. Three research questions guided the study. The study was conducted in the two Colleges of Education in Osun State offering Business Education programme: Osun State College of Education, Ila Orangun and Osun State College of Education, Ilesa. The population comprised 154 NCE III students 2018/2019 academic session. No sample was drawn as a census study was conducted. A structured questionnaire with 38 items was used to collect data from the respondents. Mean rating was used to analyze the data collected in order to answer the research questions. The study identified various social media platforms being used by business education teachers and students for academic activities by business education students in colleges of education in Osun State. The study revealed that in spite of a few challenges, social media are being reasonably utilized for teaching and learning and they collectively have salutary influence on academic activities. It was recommended that business education students should be better encouraged to use various social media platforms for academic activities while more functional group chats should be created in order to encourage academic interactions on the social media.

Keywords: Social media, learning, academic activities and Business education

Introduction

Education is one of the sources of dynamic changes in contemporary society. It accelerates development, engenders self reliance, community interaction and national integration. Education also promotes researches which lead to technological development. It grooms its users, inculcates moral values and adds knowledge. Technology is an harbinger of socio-economic advancement; with the world



universally recognized as a global village, technology in general, and information technology in particular, is in the driver's seat. This has made interactions and communication easier across nations and oceans. Loyd and Ellison in Tariq, Mehboob, Khan and Ullah, (2012) aver that the internet is very important for training because there is a large global community especially among the youths, which had adopted internet for educational purposes. There are also a very large number of people including many youths and teenagers who use internet almost exclusively for social network activities.

Social media is a form of electronic communication which facilitates interaction based on certain interests and characteristics. Cicero, the ancient Roman sage was quoted as saying that if a human being has everything worth having but cannot communicate with another person, he would choose to abandon life (Ademiluyi & Ademiluyi, 2016). Human beings are social animals and are agents of social interaction. It is the nature of human being to socialize and this explains why human beings spend much of their time on the social media. Social media use is a major component of contemporary daily activities. It is at times addictive and infringes on the time available for other and sometimes more productive daily activities. Students are seriously engaged in the use of the internet resulting in large chunks of their productive activities being spent on this activity.

Tariq, Mehboob, Khan and Ullah, (2012) observe that students use social networking websites approximately 30 minutes throughout the day as part of their daily routine life. Oyedele and Oladeji (2016) submitted that electronic social media have facilitated teaching and learning and have also increased the level of students' enthusiasm in learning activities which included the business education programme.

Business education refers to education for business and education about business. It is a programme of study that prepares students to be self-reliant. Business education is that aspect of education that inculcates in its recipients attitudes, knowledge, skills, value that are required in the world of work and business (Salome, 2012). The term 'academic activities' refer to all activities associated with the impartation and acquisition of knowledge. They are conscious activities designed to improve knowledge and skills. Learning refers to gaining knowledge or understanding of things through instruction, experience or studying. Different educational technologies are used to enhance the learning experiences of the students. A lot of



researches have been conducted to know the various effects of social media on critical thinking skills and construction of knowledge (Aditi & David, 2013).

The term “Social Media” refers to the application that allows users to converse and interact with each other; to create, edit and share new forms of textual, visual and audio content, and to categorize, label and recommend existing forms of content. Social media sites allows one to share any form of data, thought and connect to exchange ideas with a person at the other end of the world (Dewing, 2012). It is not just a source of entertainment but also socio-political influence. The way in which the current American President, Donald Trump has deployed the social medium, Twitter, as an instrument of political communication and his staggering success in that endeavour indicate that the influence of social media may be potentially limitless. It has also been established that the Russia Republic clandestinely used Facebook to illegally influence the political process in the United States especially during the 2016 Presidential election Social media is also a tool for learning with potentials for positive result in education. Social media can be used as an effective tool to help increase collaboration, communication and cooperation skills in students. Social media can provide a way for teachers and students to become more interactive.

Kaplan and Haenlein (2014) define social media as a group of internet-based an application that build on the ideological and technological foundations of Web and allows the creation and exchange of user-generated content. The kind of Internet services commonly associated with social media include: Weblogs, Winks, 2go, BlackBerry Messenger (BBM), Social bookmarking, Online photograph galleries (OPG), Audio/video casting (AVC), Twitter, Myspace, YouTube, Google Hangout, LinkedIn and WhatsApp among others.

Some users are young people, who have been called 'Digital Natives'. The interest of students in the use of social media is critically increasing. Teenagers now use the internet for a large proportion of their daily activities and information gathering, as opposed to older generations who used resources like the television or newspaper (Lewis, 2012).

Lenhart and Madden (2013) reveal that students are strongly dependent on social networking websites to stay in touch with friends as well as source for information.



Liccardi et al (2013) explain that students are socially connected with each other for sharing their daily learning experiences and do conversation on several topics. Social media open up new ways for collaboration and discussion in the sense that, it offers a great deal of content such as posting, coping, sharing and search ability by easily using online search tools. Today, students use social media anywhere and at any time where internet connection is available in order to meet their educational needs (Dewing, 2012). Raymond and Afua (2016) assert that learning can be conceived in terms of the 'capacity to know more' via social media rather than a reliance on the individual accumulation of prior knowledge in terms of what is currently known.

Raymond and Afua (2016) explain that social media platform can be used educational discussions, assignments and other relevant course work. It enables students' to get feedback on class schedules, class venues, receives and sends information among their peers and to discuss issues related to their course work and a host of others. Social media works on both sides; it receives as well as generates academic material that enhances learning outcomes. It is also very important that teachers and students take the challenge of using social media tools for effective teaching (Walkyria, 2012). The positive aspect of online communities is that youths can utilize them for academic assistance and support (Lusk, 2012).

In other words, if social media is used effectively it will yield a positive outcome of learning. The positive impact of social media to students include: socializing, sharing of knowledge, updating one's self, learning from various sources, sharing what they feel or think and communicating.

The use of various social media platforms like Faceook, Youtube, twitter and whatsApp by business education students today is resulting to mass failure of business education students in academic achievement (David, 2014). This is because students these days spend more time chatting with their friends rather than engaging in research or reading their books about two-thirds of the students reported using electronic media while in class, studying, or doing homework (Jacobsen & Forste, 2012). They further suggest that instead of students spending their time on non-education social media, they should spend time on the educative social media even if it involves chatting.

Kuppuswamy and Shankar (2013) observe that the social networks grabs the total attention and concentration of students and diverts it towards non educational,



unethical and inappropriate actions such as meaningless chatting, time killing by random searching and not doing their jobs. Tariq, Mehboob, Khan and Ullah, (2012) point out that the U.S. Congress has proposed legislation to ban youth from accessing social networking websites in schools and libraries.

Social media has several drawbacks on students, it leads to addiction, it reduces focus on learning, students often attempt to multitask, checking social media sites while studying, the popularity of social media has created a lazy attitude towards proper spelling and grammar.

Statement of the Problem

Researches indicate that students spend a large proportion of their time on social media. This affects the rate at which they study and also, both the quality and quantum of the time they have for study. Social media is a two-sided coin with both negative and positive effects. The challenge of effectively integrating social media into learning activities while inhibiting its use for negative activities has become a major concern for teachers, parents, educational administrators and curriculum planners. The extent to which students use social media has also become an issue. Some students visit the social media, reading and answering private messages in the classroom, even while the teacher is with them. Some watch videos while the teacher delivers his lecture. Some students also use the social media for counter-academic activities like examination malpractice, prostitution and fraud among other vices. Some others are lured into anti-social activities as a result of social media engagement. This raises several questions. Of what use is social media to students in general and business education students in particular? Do social media constitute a blessing or a drawback to academic activities of business education students in colleges of education? To find solution to these problems and to encourage the use of social media platforms positively, there is the need to identify the utilization of social media for academic activities by business education students, hence the need for this study.

Research Questions

The following research questions guided the study:

- What are the social media platforms used for academic activities by Business Education students in colleges of education in Osun State?



What is the influence of social media usage on academic achievement of Business Education students in colleges of education in Osun State?

What are the challenges associated with the use of social media for academic activities by Business Education students in colleges of education in Osun State?

Methods

The descriptive survey research design was adopted because the study sought the opinions of respondents on influence of social media on academic activities of business education students. The study was conducted in the two Colleges of Education in Osun State offering Business education programme: Osun State College of Education, Ila Orangun and Osun State College of Education Ilesa. The population comprised 154 NCE III students 2017/2018 academic session of Business Education Departments of the two institutions. No sample was drawn as the entire population was studied in line with the postulate of Akuezilo and Agu (2010) that it is ideal to study the entire population whenever possible. The instrument for data collection was a 38-item structured questionnaire generated from the research questions and reviewed related literature. The questionnaire was divided into two sections. Section A sought the demographic data of the respondents while section B consisted of questions designed to extract information needed. The questionnaire was face- and - content validated by two experts from Kwara State University, Malete, Kwara State and Tai Solarin University of Education, Ijagun, Ogun State, Nigeria. The instrument was designed to elicit the ratings of respondents on 4-point rating scale as follows: Strongly Agreed (SA) - 4 points, Agreed (A) 3 points, Disagreed (D) 2 points and Strongly Disagree (SD) 1 point.

A total of 154 copies of the questionnaire were distributed by the researchers, out of which 152 were returned representing 93% return rate. Mean rating was used to analyze the data collected. The research questions were adjudged on the following basis: 1.00 - 1.49 Strongly Disagreed (SD), 1.50 - 2.49 Disagreed (D), 2.50 - 3.49 Agreed (A), 3.50 - 4.00 Strongly Agreed (SA).

Results

Research Question 1

What are the social media platforms used for academic activities by Business Education students in colleges of education in Osun State?

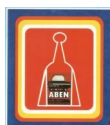


Table 1: Social Media Platforms used for Academic Activities by Business Education Students

S/N	Items	Mean	Remarks
1.	2go	1.52	Disagreed
2.	Blackberry Messenger	2.76	Agreed
3.	YouTube	2.82	Agreed
4.	WhatsApp	3.33	Agreed
5.	Eskimi	1.32	Disagreed
6.	Facebook	2.44	Disagreed
7.	Yahoo! Answers	2.32	Disagreed
8.	Badoo	1.55	Disagreed
9.	Flicker	1.52	Disagreed
10.	Second Life	2.15	Disagreed
11.	Friendstar	1.86	Disagreed
12.	My Space	2.31	Disagreed
13.	Linkedin	3.06	Agreed
14.	Hangout	2.20	Disagreed
15.	Skype	3.32	Agreed
16.	Twitter	3.20	Agreed
17.	My Space	1.86	Disagreed
Grand Mean		2.93	Agreed

Table 1 shows that WhatsApp (Mean: 3.33), Skype, Twitter (mean: 3.32), LinkedIn (mean: 3.06) YouTube (mean: 2.82), and Blackberry Messenger are used by the respondents for academic activities while others are barely used for academic activities by business education students in colleges of education in Osun State.

Research Question 2

What is the influence of social media usage on academic achievement of business education students in colleges of education in Osun State?

Table 2: Influence of Social Media Usage on Academic Achievement of Business Education Students

S/N	Items	Mean	Remarks
1.	Social media encourages me to share work socially	3.65	Agreed
2.	Social media enhances my learning	3.57	Agreed
3.	Social media allows me to access academically useful blogs	2.96	Agreed
4.	I use social media for my school assignments	3.88	Agreed
5.	I use social media for my class work	3.85	Agreed
6.	Social media provides platforms to solve my academic problems	3.43	Agreed
7.	I use social media to access online academic materials	3.68	Agreed



8.	I use social media for research work	3.46	Agreed
9.	My colleagues often share useful academic materials on social media	3.55	Agreed
10.	I use social media tools in correcting and editing my work	3.28	Agreed
11.	I use social media to interact with my lecturers outside office hours	3.05	Agreed
12.	Social media enhances my communication skill	2.97	Agreed
13.	Social media enhances my critical thinking skills	3.02	Agreed
	Through social media I get clarifications from colleagues on class work and assignments	3.44	Agreed
15.	Social media have strong influence on my academic work	3.55	Agreed
Grand mean		3.42	Agreed

Table 2 revealed that the mean score of the responses ranged from 2.96 to 3.88 with a grand mean of 3.42. The respondents agreed that all 15 academic activities items listed in the table have been positively influenced by social media usage. This implied that social media has positive influence on students academic activities.

Research Question 3

What are the challenges associated with the use of social media for academic activities by business education students in colleges of education in Osun State?

Table 3

S/N	Items	Mean	Remarks
1.	I spent much more time using social media than studying.	3.85	Agreed
2.	Most students post or comment on social media during classes.	3.76	Agreed
3.	Most students are addicted to social media	3.73	Agreed
	Social media requires spending money and leads to waste of Time; this affects my academic achievement .	2.44	Disagreed
5.	My grade dropped when I engaged myself with social media	2.42	Disagreed
	I find it hard concentrating on my study knowing that I can play online games and visit social network sites just by logging into them.	2.47	Disagreed
Grand Mean		2.51	Agreed

Table 3 shows that:

- Students spent much of their time using social media for other things than studying
- Most students post and comment on social media during classes
- Most students are addicted to social media

However, did not subscribe to the notions that:

- Social media requires spending money and leads to waste of time and by this it affects academic achievement
- Students grades drop when they engaged themselves with social media



Students find it hard concentrating on their studies knowing that they can play online games and visit social network sites just by logging into them

Discussion of Findings

Based on the data analysed the following were found out; table 1 shows that Blackberry, Messenger, YouTube, WhatsApp and Twitter were used by business education students for studying and doing assignment.

The grand mean of 3.36 revealed that students used social media for their studying and doing assignment. These findings are in agreement with the findings of Omotayo (2014) and Ademiluyi (2019) that social media enhanced academic performance of students.

It was also discovered that students of business education were addicted to social media; spent much time on social media than studying; post and comment on social media during classes. Despite this, business education students do not find it difficult to concentrate on their studies and also it does not affect their academic performance negatively. This finding support that of Lusk (2012) who posited that digital natives can handle most of the challenges which social media pose for digital immigrants. Lusk further asserted that serious students instinctively know when to engage and disengage with social media. Only weak and unserious students may be academically inhibited by social media.

Conclusion

This study revealed that social media is useful for studying and assignment. Social media encourages students' active engagement, participation in class and group work activities and provides for stable flow of information with salutary consequences for teaching and learning. This implies that business education students have to embrace social media and optimize its usage for academic purposes if they are to take full advantage of the academic opportunities provided by information technology.

Recommendations

social media as a tool for studying and doing assignment. Based on the findings of the study, the following recommendations were made:

Business education students should be encouraged to use social media such as 2go, Eskimi, Hangout, Skype, and My Space for their studying and assignment.

More group chats should be created in order to enhance academic performance and to avoid set back in the students' academic performance.



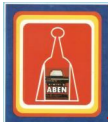
Teachers should be encouraged to develop teaching materials with social media in mind so that students and teachers will make full use of social media for academic purposes

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COLLABORATIVE LEARNING APPROACHES AS INNOVATIVE STRATEGIES REQUIRED FOR EQUIPPING BUSINESS EDUCATION STUDENTS FOR GLOBAL OUTLOOK

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Abstract

The study identified the collaborative learning approaches as innovative strategies required for equipping business education students for global outlook in Imo State. Three research questions guided the study and three null hypotheses were tested at 0.05 level of significance. A descriptive survey research design was adopted. The population of the study consisted of 54 business educators in tertiary institutions that offer business education courses in Imo state, namely: Federal Polytechnic Nekede, Owerri, Imo State Polytechnic Umuagwo and Alvan Ikoku Federal College of Education, Owerri. There was no sampling. A structured 27-item questionnaire was used for data collection. The instrument was validated by three experts. The reliability of the instrument was ensured using pilot test which was analyzed using Cronbach Alpha formula and it yielded reliability index of 0.85. Data related to the research questions were analyzed using mean while independent samples t-test was used to test the three null hypotheses. Findings of the study revealed that business educators agreed on the collaborative learning approaches required for equipping business education students in Imo State. Also business educators agreed on the classroom management control and challenges that may arise in collaborative learning approaches. The study indicated that there was no significant difference among the two groups in terms of their mean ratings on the collaborative learning approaches required for equipping business education students in Imo State and classroom management control but there was a significant difference among the two groups in terms of their mean ratings on challenges that may arise in collaborative learning approaches in Imo State based on years of teaching experience. It was concluded that collaborative learning approaches are strategies which will develop students' social skills and improve their relationships with others in the class and the industry. The study recommended among others that an appropriate support should be provided by concerned bodies (deans, departmental heads, administrators, ministry of education) to train students on the concept of collaborative learning approaches and how to convert those concepts into practice. This will empower and equip the students to face the world of work.

Keywords: collaborative learning approaches, cooperative teaching, peer teaching problem-centred instruction, business education students.



Introduction

Educational statistics have shown that graduates of various disciplines including business education leave school without acquiring the basic skills that can empower the individuals to be productive and sustain the economy through the gross domestic product (GDP) earnings, either by securing a job in a corporate organization or self-employed as the case may be (Ibrahim and Dandago, 2013). This has been of concern to many authors and researchers especially in business education as the researchers related it to the quality of education received that lacks appropriate skills required to meet up with the demands of the business world, (Obiete, Nwazor, & Vin-Mbah 2015).

Chukwurah (2013) stated that Education is a life-long process through which individuals acquire relevant knowledge and value which enables them to become useful to themselves and the society in which they live. Education is a basic necessity of life and an important factor which brings about changes to the individual and nation. This means that Education is a process through which individuals acquire necessary skills, knowledge, attitudes and values that will enable them to be productive and contribute to the sustainable development goals.

Edokpolor and Owenbiugie (2017) asserted that Business Education refers to a programme of instruction that offers various skills in accounting, marketing and Office Technology and Management (OTM). According to Edokpolor and Owenbiugie, the actual goals of Business Education is to prepare students for specific career in office occupations; equip students with the requisite skills for job creation and entrepreneurship; and expose students with knowledge about business, including a good blend of Information and Communication Technology (ICT). In addition, Osuala (2009) defined Business Education as a programme for and about business, showing that the programme is aimed at offering training to its recipients to enable them acquire adequate attitudes, concepts, knowledge, understanding and skills. In view of the above, the professional gains of Business Education products are numerous as it produces competent and dynamic business teachers, office administrators, managers, businessmen and women and SME/s entrepreneurs. However, graduates of the programme are meant to be gainfully employed or self-employed having been exposed to skills and competencies in the course of the programme.



Unfortunately, some graduates roam about the cities in search of white collar job that is not available as a result of the remote challenges bedeviling the educational sector such as lack of instructional materials and sometimes, teaching methods that may not be adequate to produce functional individuals. This, was revealed by Gbenedio (2012) that many academic programmes tend to exist in isolation, with few connections between learning institutions and industries, even between those in the same geographical province. Nwazor (2012) and Esia (2012) also decried the failure of education offered in tertiary institutions especially in the Business Education programmes to prepare students and graduates for real life situations. These views are accentuated by the number of graduates in Nigeria, especially those from the Business Education programmes who have failed to gain employment in the business sector of the country. Thus, Business Education students must be equipped with collaborative learning skills to face the 21st century challenges in the labour market as most employers today do not want to settle with mediocre manpower development. To this effect, Yinusa (2014) opined that the most appropriate teaching methods to adopt in teaching skill acquisition should be that which could motivate the students and sustain their interest in the course of instruction. The author suggested that, in terms of practical skills acquisition, it is very appropriate to adopt a teaching method that can bring out the manufacturing process and exploration of materials into the classroom situation. This would ensure smooth transition from classroom to workplace.

Collaborative learning is an educational approach to teaching and learning that involves groups of learners working together to solve a problem, complete a task, or create a product. It is an instructional approach in which students work together in small groups to accomplish a common goal. Laal, Laal, and Kermanshahi (2012) opined that collaborative learning represents a significant shift from the typical teacher-centred or lecture centred domain in college classrooms. In collaborative classrooms, the lecturing/listening/note-taking process may not disappear entirely, but it lives alongside other processes that are based on students' discussion and active work with the course materials. Teachers who use collaborative learning approaches tend to think of themselves less as expert transmitters of knowledge to students, and more as expert designers of intellectual experiences for students as coaches or midwives of a more emergent learning process as affirmed by Smith and MacGregor (1992). Also, collaborative learning has many characteristics such as co-operative



behaviour, acquisition of knowledge, delegating decisions, among others to develop student trust and retention, which add value to both student and classroom situation. (Al-kaabi, 2016).

In the educational curriculum, collaborative learning approaches have the potency to generate knowledge which is required for continuing development of any profession. In addition, collaborative learning is important not just because it is a better way to learn but because it penetrates every institution and all lives. Thus, learning to collaborate is part of equipping oneself for effectiveness, problem solving, innovation and life-long learning in the global economy (Nakagawa, Takata, Kato, Matsuyuki and Matsushahi, 2017). However, Tumuiti, Wanderi and Thoruwa (2013) revealed that school and industry should strive to harness graduate skills and ensure a smooth and effective transition from the tertiary institutions and the business environment through collaborations and learning communities. This will make business education students to have opportunities to acquire hands on experiences and skills that will come in handy when they finally join the global market.

Arguably, collaborative learning aims to support the most effective teaching that is possible for the greatest number of students. Laal and Laal (2012) pointed out that there are five basic elements in a collaborative learning environment, namely: Positive interdependence; Considerable interaction; Individual accountability; Social skills and Group processing.

In collaborative learning, students make more decisions concerning course policies and procedures, assignments, evaluation and content. Anyanwu & Iwuamadi (2015) opined that observations of practices in Nigerian higher education classrooms indicate a gap in power balance as it is the teacher who makes decisions concerning the course to be taken by the students, issues concerning the course outline, for instance, with regards to the content, schedule for learning, and class attendance policy. Operationally, collaborative learning gives the students environment where they have an active role in the learning process and make them excited about the lesson.

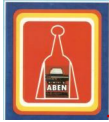
Social learning theory anchored by Vygotsky (1997) explained how people learn in social contexts (learn from each other) and also gave information on how teachers construct active learning communities in collaborative learning. Vygotsky, a Russian



teacher and psychologist, first stated that learning takes place through interactions and communications with others. He examined how the social environments influence the learning processes and suggested that learning takes place through the interactions students have with their peers, teachers, and other experts. Consequently, teachers can create a learning environment that maximizes the learner's ability to interact with each other through discussion, collaboration, and feedback. Moreover, Vygotsky argued that culture is the primary determining factor for knowledge construction. According to him, interacting with others and following the rules, skills, and abilities are shaped by culture. The importance of this theory to the study is that students learn through interacting with their peers, observing what they do and then imitate them to enhance learning.

According to Smith and Gregor (1992), some approaches to collaborative learning include: cooperative learning, problem centred instructions, writing groups, peer teaching, and learning communities

Cooperative learning is designed to improve and develop competences. Students need to learn together in a group work that is interconnected with fellow students. Learning activities that condition students to learn together is known as cooperative learning. Syarifuddin as cited in Jalinus and Nabawa (2019) described cooperative learning as learning that conditioned some students in a study group to support each other in improving and developing their competence. According to them, there is persuasive evidence that cooperative teams achieve at higher levels of thought can retain information longer than students who work quietly as individuals. Furthermore, the development of interpersonal skills is as important as the learning itself in cooperative learning. The development of social skills in group work-learning to cooperate is key to high quality group work. Al-kaabi (2016) affirmed that Cooperative learning is a component of a team of education/learning methods, whereas learners co-operate with each other in order to gain objectives and to address mutual learning objectives. The essential advantage of cooperative learning is its ability to deal with different circumstances in an orderly manner and that makes it easier for learners to move from one phase to another. However, academic achievement is not the only positive outcome as the social development of students is also fostered by means of cooperative learning. Thus, business education students develop extraordinary skills and competences when they are involved in cooperative learning.



It has become obvious that one of the skills required of graduates by industry is problem-solving skill. Kamdi (2011) posited that the best learning in terms of good vocational education is creating a learning environment based on activities that provide an opportunity for students to apply their knowledge to solve practical problems; and to better understand; and utilize technology. Business Education provides an opportunity for students to learn how to solve problems. Mike (2012) stated that pedagogical value in problem-centred instruction includes: exposing students to real world challenges, higher thinking skills, interdisciplinary learning, independent learning, information mining skills, team work and communication. Through problem based learning, students learn how to solve problems that are ill-structured, open ended and ambiguous. It also engages students in intriguing real and relevant intellectual inquiry and allows them to learn from life situations. Thus, business education students develop their business skills such as creativity and awareness from the experience of solving educational problems and otherwise.

The writing group approach, (known variously as peer response groups, class criticism, or helping circles) has transformed thousands of college writing classes. Through the spread of writing-across-the-curriculum initiatives, writing groups increasingly are appearing in other courses as well. Peer writing involves students working in small groups at every stage of the writing process. Many writing groups begin as composing groups: they formulate ideas, clarify their positions, test an argument or focus a thesis statement before committing it to paper. Writing groups also serve as peer response groups. Students exchange their written drafts of papers and get feedback on them either orally or in writing. Writing group is a very challenging process of collaborative learning because it requires students to read and listen to fellow students' writing with insight, and to make useful suggestions for improvement. Word processors have helped peer writing enormously; in many writing labs, students share their drafts and revise them right on the screens.

Peer teaching is one of the best ways to master a particular subject. It is a method of teaching where a student instructs another student wherein the former becomes an expert and the latter a novice. This makes the learner-student to learn without depending on the teacher and the teacher-student to revise the topic again on the belief that "to teach is to learn twice", Vaughan & Park (2016). The authors further reviewed that peer teaching occurs when students, by design, teach other students" and buttressed the fact that students who work in groups perform better on tests, particularly on reasoning and critical thinking skills. Having students work with each



other is an effective methodology because it forces students to be active learners and to talk through course concepts in their own words. Briggs (2013) explained the main benefits of peer teaching to include the following:

Students receive more time for individualised learning.

Through direct interaction between students, peer teaching promotes active learning as well as participation within the students.

Peer teachers, that is, student teachers enhance their own depth of knowledge by instructing others.

Students feel more comfortable and open when interacting with their peers.

Peer teaching enhances the student's level of creativity in expressing ideas as well as in grabbing new concepts.

Peer teaching also encourages the students to improve on their critical thinking ability as students tend to appreciate their mistakes/doubts on a lesson and strive to improve on them.

Collaborative learning practitioners would say that all collaborative learning is about building learning communities. Collaboration and learning happen within the context of *community*. Learning community is therefore people who share common academic goals, and attitudes and meet semi-regularly to collaborate on classwork, Wikipedia (2020). Such communities have become the template for a cohort-based interdisciplinary approach to higher education which may be based on an advanced kind of educational or pedagogical design. Collaborative learning communities thus help students learn the attitudes, knowledge and skills that benefit all in the community by facilitating and expanding the learning processes. Furthermore, the adage, “two good heads are better than one” embodies the beneficial nature of knowledge when socially distributed, instead of being solely the property of an individual intellect, (Brown, Collins & Duguid, 1989). In learning communities, it is also important that the teacher discusses the overall goal of his/her class and foster a collaborative learning among the students in order to give every student a space where their voice is respected. For instance, business educators should define the key topics the students will be learning, the teacher's expectations on what the students should get out of the class and how they should work together to get there. If the teacher succeeds in creating a good learning environment that gives the students comfort to internalize learning, they tend to perform optimally which translates to productivity in the global world of work.



Currently, ICT is the hub of every activity in all works of life. ICT allows significant changes in instruction, helping schools to become more student-centred and enable more individualised learning (Muir-Herzig 2004). ICT tools were produced to foster students' knowledge building by supporting and scaffolding students' higher level thinking and collaborative activities. It performs a host of functions in teaching and learning and more so in supporting collaborative activities of students' shared knowledge building. Platforms such as Moodle, Blackboard, Blogger, Wikispace among others can be used to support collaborative activities within the classrooms or online courses. Valtonen, Pontinen, Kukkonen, & Dillon (2011) further stated that “new” development with ICT and education is the possibility to capture, bring up and share students' knowledge, knowledge gaps, unique interpretations, and opinions among others as resources for further reading. In addition, Onwuachu (2013) upheld that the need for ICT skills include using of computer and internet access in schools for all the individuals to have equal and ready access of effectively using this technology. The Internet and online tutorials also offer a more expansive world to explore compared to traditional lectures. This gives students the freedom and flexibility to learn at their own pace.

Classroom management is a process that allows teachers to control the learning and direction of their classroom in collaborative learning. Kauchak and Eggen (2011) conceived classroom management as a comprehensive action teachers take to create an environment that supports and facilitates both academic and social-emotional learning. This is where the teacher takes decision on what he/she has to do in the class to minimize misbehaviour and maximize learning. Classroom management is very important in the teaching-learning processes. Effective classroom management provides an environment for effective teaching and learning. Ukpebi, Aglazor, and Odey (2016) citing Kagan (2016) maintained that, many teachers have been taught and trained to always be in charge of classrooms and students remain permanently mere recipients of knowledge. Holmwood (2017) stated that “Collaboration is becoming a measurable skill that teachers are seeking to nurture and provide feedback on.” In classroom, the ability to work well with others to collaborate on ideas and solve problems is an important skill for students to develop. He further added that Collaborative learning doesn't just benefit students, teachers benefit as well. For instance, collaborative learning makes classroom management easier. When teachers assign tasks to students in groups, they can monitor progress by



checking in on five or six different groups instead of 25 individual students. “This gives teachers more time to be available to all of the students in their classroom.

Ferdous and Karim (2019) citing Sansivero (2016) noted that there are challenges associated with collaborative learning environments, specifically with creating and embracing a new environment and the methodology for learning/instruction. Collaborative learning has proven to encourage the improvement and maturation of a variety of skills necessary for future success in the workplace. Supporting this progress helps to ensure that today's students will be productive, effective and influential members of the future workforce. Certain individuals do not feel comfortable participating in a group setting, even at a distance. This awkwardness may keep some individuals from benefiting from the instruction. Since collaborative learning generally grants the students more control over the flow of information, there is the possibility that the focus of the instruction may veer from its intended course. According to Pang, Lau, Seah, Cheong and Low (2018) educators often take for granted that effective collaborative learning will occur naturally once students are assigned to work in groups. In examining students' dissatisfaction when working in groups, the importance of surfacing some hidden assumptions of learners should be subjected for careful scrutiny. As with any group activity, some members may contribute while others do not. At a distance, this may pose even a greater problem than when all the students were in the same room. This can prove to be a huge problem if the group project is to be at the group level. Aitken (2019) lamented that the challenges for teachers using a collaborative learning approach include lack of time to collaborate with colleagues; lack of access to technology; lack of resources; students lacking maturity to fully take part in collaborative learning; and, lack of time for proper implementation. This if addressed, will improve on the resource capacity of the individuals during class work. The problem of this study is poor performance of students during lessons which in turn affects productivity and even creates unemployment among graduates in the industry. This may be that the method of instruction used do not encourage enough practice or that the students are passive because they do not follow the instruction. In order to bridge the gap, Uchendu, Okeke-Okonkwo and Ifi (2019) affirmed that collaboration is helpful for students to gain practical experience and learn to work through group task and thus, creates real world learning for industrial and global outlook. The purpose of the study therefore is to identify collaborative learning approaches as innovative strategies required to effectively equip business education students for global outlook.



Research Questions

The following research questions guided the study:

What are the collaborative learning innovative approaches required for equipping business education students in Imo State?

What are the classroom management control in collaborative learning innovative approaches required for equipping business education students in Imo State?

What are the challenges that may arise in collaborative learning approaches for equipping business education students in Imo State?

Hypotheses

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

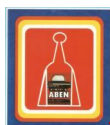
There is no significant difference in the mean ratings of business educators on the collaborative learning approaches required for equipping business education students in Imo State.

There is no significant difference in the mean ratings of business educators on the classroom management control in collaborative learning approaches required for equipping business education students in Imo State.

There is no significant difference in the mean ratings of business educators on the challenges that may arise in collaborative learning approaches required for equipping business education students in Imo State.

Method

Descriptive survey research design was adopted for the study. According to Nworgu (2015), a survey research design is the one that is aimed at collecting data and describing in a systematic manner the characteristics, features or facts about a given population. The population of this study comprised 54 business educators in Imo State. There was no sampling. The instrument for data collection was a researcher designed questionnaire. All copies of the questionnaire distributed were returned and used for data analysis. The questionnaire was structured based on the purpose and research questions guiding the study. The instrument was constructed based on four-point scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The questionnaire developed for this study was subjected to face validation by three experts in business education. Cronbach Alpha was used to ascertain the internal consistency of the instrument. This yielded coefficient index of 0.85 which



was deemed reliable for the study. The researchers administered 54 copies of the instrument with the help of two research assistants. All the copies of the questionnaire were retrieved representing 100% return. Data collected in the study were analyzed using descriptive statistics of mean to answer the research questions and standard deviation to determine the homogeneity or otherwise of the respondents' views. Mean ratings greater than 2.5 is regarded as agreed and mean ratings less than 2.5 is regarded as disagree. Independent t-test was used to test the null hypotheses at 0.05 level of significance. Statistical Package for Social Sciences (SPSS) version 21 was used in the analysis of data.

Results

Research Question 1

What are the collaborative learning innovative approaches required for equipping business education students in Imo State?

Table 1: Mean ratings of the respondents on the collaborative learning approaches required for equipping business education students in Imo State N= 54

S/N	Collaborative Learning Approaches	Mean	SD	Remark
1	Cooperative Learning	3.61	0.49	Agree
2	Problem-Centred Instruction	3.72	0.45	Agree
3	Writing Groups	3.63	0.49	Agree
4	Peer Teaching	3.35	0.48	Agree
5	Discussion Groups and Seminars	3.50	0.50	Agree
6	Learning Communities	3.57	0.50	Agree
7	Internet Connectivity	3.67	0.48	Agree
Cluster Mean		3.58		Agree

As shown by the cluster mean of 3.58 in Table 1, business educators agreed on the collaborative learning approaches required for equipping business education students in Imo State. The item by item analysis shows that all the items with mean ratings ranging from 3.35 to 3.72 is collaborative learning approach agreed by business educators as required for equipping business education graduates. The standard deviations for all the items are within the same range indicating that respondents are homogeneous in their responses.



Research Question 2

What are the classroom management control in collaborative learning innovative approaches required for equipping business education students in Imo State?

Table 2: Mean ratings of the respondents on the classroom management control in collaborative learning approaches required for equipping business education students in Imo State N= 54

S/N	Classroom Management Control	Mean	SD	Remark
1	Interact face-to-face	3.35	0.48	Agree
2	Be positively interdependent	3.50	0.50	Agree
3	Master the content being studied	3.50	0.50	Agree
4	Participate in groups to achieve group goals	3.43	0.49	Agree
5	Feel free to dialogue with their peer	3.54	0.50	Agree
6	Develop social skills such as decision making, leadership etc in the course of learning	3.48	0.50	Agree
	Know class content that are more flexible	3.46	0.50	Agree
	Have control of their own learning	3.44	0.50	Agree
	Know behavioral skills such as dependability, working effectively with others, adapting and managing stress	3.56	0.50	Agree
10	Access to easy research through internet	3.52	0.50	Agree
Cluster Mean		3.48		Agree

As revealed by the cluster mean of 3.48 in Table 2, business educators agreed on the classroom management control in collaborative learning approaches required for equipping business education students in Imo State. The item by item analysis shows that all the items with mean scores ranging from 3.35 to 3.56 are classroom management control agreed by business educators as required for equipping business education students. The standard deviations for all the items are within the same range indicating that respondents are homogeneous in their mean ratings.

Research Question 3

What are the challenges that may arise in collaborative learning approaches for equipping business education students in Imo State?

Table 3: *Mean ratings of the respondents on the challenges that may arise in collaborative learning approaches required for equipping business education students in Imo State N= 54*

S/N	Classroom Management Control	Mean	SD	Remark
1	Poor ICT/internet connectivity equipment	3.35	0.48	Agree
2	Insufficient qualified business educators	3.41	0.50	Agree
3	Use of outdated curriculum	3.52	0.50	Agree
4	Inadequate funding	3.48	0.50	Agree
5	Inadequate modern instructional materials such as whiteboard, flip chart etc.	3.39	0.49	Agree
6	Inadequate technical support staff	3.44	0.50	Agree
7	Inadequate time to collaborate with colleagues	3.39	0.49	Agree
8	Negative attitude of some students	3.35	0.48	Agree
9	Spoilt seats in some classrooms	3.41	0.50	Agree
10	Poor institutional linkages/ interventions to enhance collaborative learning	3.35	0.48	Agree
Cluster Mean		3.41		Agree

As indicated by the cluster mean of 3.41 in Table 3, business educators agreed on the challenges that may arise in collaborative learning approaches required for equipping business education students in Imo State. The item by item analysis shows all the items with mean scores of 3.35 to 3.52 are the challenges agreed by business educators that may arise in collaborative learning approaches for equipping business education students. There is homogeneity in items amongst business educators' responses, indicating a consensus of opinion.

Testing the Hypotheses

Null Hypothesis 1

There is no significant difference in the mean ratings of business educators on the collaborative learning approaches required for equipping business education students in Imo State.

Table 4: *Analysis of independent samples t-test on mean ratings of the respondents on the collaborative learning approaches required for equipping business education students in Imo State.*

	N	Mean	SD	t-cal	df	P-value	Decision
0-5 years teaching exp	29	19.83	4.425	52	0.022	0.98	not rejected
6 yrs and above teaching exp	25	19.80	4.813	49.285			
Total	54	39.63		101.285			

As shown in Table 4, there is no significant difference among the two groups in terms of their mean ratings on the collaborative learning approaches required for equipping business education students in Imo State based on years of teaching experience (0-5 years, 6 years and above). The t_{52} is .022 and P -value (.98) is greater than the stipulated 0.05 level of significance. Therefore, the null hypothesis is not rejected.

Null Hypothesis 2

There is no significant difference in the mean ratings of business educators on the classroom management control in collaborative learning approaches required for equipping business education students in Imo State.

Table 5: Analysis of independent samples t -test on mean ratings of the respondents on the classroom management control in collaborative learning approaches required for equipping business education students in Imo State

	N	Mean	SD	t-cal	df	P-value	Decision
0-5 years teaching exp	29	25.97	4.004	52	-1.382	0.17	not rejected
6 yrs and above teaching exp	25	27.44	3.798	51.501			
Total	54	53.41		103.501			

Data in Table 5 shows that there is no significant difference among the three groups in terms of their mean ratings on the classroom management control in collaborative learning approaches required for equipping business education students in Imo State based on years of teaching experience (0-5 years, 6-10 years and above 10 years). The t_{52} is -1.382 and P -value (.17) is greater than the stipulated 0.05 level of significance. Therefore, the null hypothesis is not rejected.

Null Hypothesis 3

There is no significant difference in the mean ratings of business educators on the challenges that may arise in collaborative learning approaches required for equipping business education students in Imo State.

Table 6: Analysis of independent samples t -test on mean ratings of the respondents on the challenges that may arise in collaborative learning approaches required for equipping business education students in Imo State.

	N	Mean	SD	t-cal	df	P-value	Decision
0-5 years teaching exp	29	25.90	4.425	52	-2.261	0.028	Rejected
6 yrs and above teaching exp	25	27.96	4.813	39.97			
Total	54	39.63	9.238	91.97			



As shown in Table 6, there is a significant difference among the two groups in terms of their mean ratings on the challenges that may arise in collaborative learning approaches required for equipping business education students in Imo State based on years of teaching experience (0-5 years, 6 years and above). The t_{52} is -2.261 and *P-value* (.03) is less than the stipulated 0.05 level of significance. Therefore, the null hypothesis is rejected.

Discussion of Findings

Findings of the study indicated that business educators agreed on the collaborative learning approaches required for equipping business education students in Imo State. The finding corroborates that of Pang, Lau, Seah, Cheong and Low (2018) who posited that collaborative learning creates positive social motions and support active learning. Collaborative learning approaches encourage communication, positive interdependency and team handling. Students are given chances to teach through research under the guidance of an instructor and simultaneously to develop leadership skills, interpersonal skills and communicative skills. In support of this, Al-Kaabi (2016) affirmed that collaborative learning allows the fostering of a spirit of cooperation among the students, enhances the potential of the students, and increases their ability to debate. In addition, the mission of the collaborative learning design is to provide opportunities for students to communicate effectively to encourage mutual support in order to master the purpose of the lesson. The test of the first hypothesis revealed that there was no significant difference among the two groups in terms of their mean ratings on the collaborative learning approaches required for equipping business education students in Imo State based on years of teaching experience. Therefore, the null hypothesis is not rejected.

Findings of the study also revealed that business educators agreed on the classroom management control in collaborative learning approaches required for equipping business education students in Imo State. This finding is similar to that of Holmwood (2017) who stated that collaborative learning makes classroom management easier. When teachers assign tasks to students in groups, they can monitor progress by checking in on five or six different groups instead of 25 individual students. This gives teachers more time to be available to all of the students in their classroom. A collaborative classroom also allows teachers to cover more ground in the curriculum, because each group might be assigned a different portion of a topic. Also, Ukpabi, Aglazor, and Odey (2016) stated that classroom management is very important in teaching and learning processes. Effective classroom management provides an environment for effective teaching and learning. Testing of the second hypothesis indicated that there was no significant difference among the two groups in terms of



their mean ratings on the classroom management control in collaborative learning approaches required for equipping business education students in Imo State based on years of teaching experience. Therefore, the null hypothesis is not rejected.

Findings of the study indicated that business educators agreed on the challenges that may arise in collaborative learning approaches required for equipping business education students in Imo State. This finding is in consonance with that of Aitken (2019) who stated that challenges for teachers using a collaborative learning approach include: lack of time to collaborate with colleagues; lack of access to technology; lack of resources; students lacking maturity to fully take part in collaborative learning; and lack of time to properly implement. In support of this, Pang, Lau, Seah, Cheong and Low (2018) stated that collaboration can also evoke negative emotions and create novel interaction challenges for students in group work. Furthermore, collaboration processes such as levels of teamwork, multiple cognitive perspectives, or a lack of common ground in shared conversations may also create learning obstacles. With the right amount of planning and support from school's administration and the right technology resources, any classroom can be successfully transformed to encourage collaborative learning and sharing of ideas among students. The test of the third hypothesis showed that there was a significant difference among the two groups in terms of their mean ratings on the challenges that may arise in collaborative learning approaches required for equipping business education students in Imo State based on years of teaching experience. Therefore, the null hypothesis is rejected.

Conclusion

Based on the findings of this study, it is concluded that collaborative learning approaches are strategies which will develop students' social skills and improve their relationship with others in the class. Business Educators should embrace collaborative learning and integrate into their teaching in order to enhance teaching and learning processes. This may lead to a remarkable improvement in the teaching and learning of business education in tertiary institutions in Imo State. Thus, students will be empowered and equipped to face the world of work.

Recommendations

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

An appropriate support should be provided by concerned bodies (deans, Departmental heads, administrators, Ministry of Education). They need to train business educators and students to create awareness on the concept of



collaborative learning approaches and how to convert those concepts into practice.

Business educators should develop an efficient and effective mechanisms to assess students' cooperation rather than competition and also embark on follow up of its progress.

The deans and departmental heads in collaboration with Ministry of Education should co-ordinate to invite experts (interventions and linkages) in the field to share their experience of using collaborative learning approaches and to suggest alternative techniques in the absence of adequate teaching strategies and supplementary materials.

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

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Abstract

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

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

Introduction

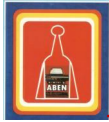
The growth and development of any nation is hinged on the level of education attained by its citizens. In other words, education is the bridge to the development of



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

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

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



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

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



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

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

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



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

Statement of the Problem

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

Research Questions

The following research questions guided the study.

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

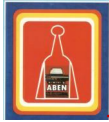
What are the leadership skills required of business education students for job performance in universities in South East, Nigeria.

Hypotheses

The following null hypotheses were tested at 0.05 level of significance

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

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



Methods

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

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

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

Results

Research Question 1

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

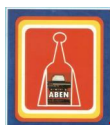


Table 1: Mean responses of lecturers of business education on the organization skills required of business education students for job performance in universities in South East, Nigeria.

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

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

Research Question 2

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

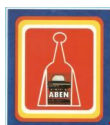


Table 2: Mean responses of lecturers of business education on the leadership skills required of business education students for job performance in universities in South East, Nigeria.

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

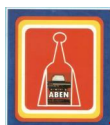
The result of data analysis presented in table 2 shows that the overall mean rating of the respondents ranges from 2.72 to 3.34 for the ten items showing that the itemized are the leadership skills required of Business Education students for job performance in universities in South East, Nigeria. The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

Hypothesis 1

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

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

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



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

Hypothesis 2

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

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

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

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

Discussion of Findings

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



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

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

Conclusion

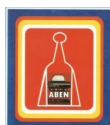
Based on the findings of this study, it was concluded that organisation and leadership skills have a positive correlation to organisations job performance. Effective leadership and organisational skills bring about positive organizational culture that can bring lots of benefit to the organisation as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

Recommendations

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

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

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



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A BUSINESS EDUCATORS' PERCEPTION OF THE IMPLEMENTATION OF THE FEDERAL MINISTRY OF EDUCATION STRATEGIC PLAN ON IMPROVING ICT IN COLLEGES OF EDUCATION IN ANAMBRA STATE

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Abstract

The study was aimed at determining the influence of implementation of the federal ministry of education four years strategic plan (2011-2015) on improving Information and Communication Technology (ICT) instructional facilities in Colleges of Education in Anambra State. {The study used descriptive survey design}. One research question guided the study and two hypotheses were tested at 0.05 level of significance. The population of the study comprised all 68 business educators from the two colleges of education in Anambra State. A researcher-developed questionnaire comprising 10 items that was face validated by experts in the field was used to collect the data. Mean ratings and standard deviations were used to analyze the data in respect of the research questions while ANOVA was used in testing the null hypotheses. The findings revealed that the extent of implementation of the Federal Ministry of Education four year strategic plan on improving ICT instructional facilities in colleges of education in Anambra State is low. Furthermore, it was also revealed that business educators in the colleges of education did not differ in their opinion on the extent of implementation of the Federal Ministry of Education four year strategic plan on improving ICT instructional facilities in colleges of education in Anambra State. Based on these findings, it was recommended among others, that a special panel of enquiry should be instituted by the federal government should ascertain the level of funds released and how they have been disbursed by the institutions in charge of the implementation of the strategic plan on ICT instructional facilities for teacher education institutions. It was also recommended that the Federal Government of Nigeria through the Ministry of Education should give serious financial commitment to the implementation of the strategic plan on improving ICT instructional facilities in the teacher training institutions especially the colleges of education.

Keywords: Business Educators, Implementation, Strategic Plan, Information and Communication Technology (ICT)



Introduction

The state of the educational institutions in Nigeria has been on the front burner of national discourse. This is informed by the views as held by educationist and scholars that the Federal government of Nigeria has paid little or no attention to the issues related to education. This is enunciated by the miserly 7 per cent allocated to education in the 2018 budget by the federal government of Nigeria led by Mr. Muhammadu Buhari this percentage is a far cry from the 26% recommended by the United Nations (Adedigba, 2017). This thus brings to mind the question; is the government interested in the development of its human capital? From the 7 percent of budgetary allocation to education, it is safe to say that the federal government of Nigeria seems not to be interested in improving the quality of education. It is saddening because education is seen as the life wire for the development of any society.

According to the Federal Government of Nigeria's (FGN, 2013), education is seen as an instrument par excellence for effecting national development. That means that education is the bedrock of growth and development of any nation. Supporting this, Chidi-Ehiem (2016) saw education as training the new generations with the existing knowledge of their physical environment, introducing individuals to the organization of their society, teaching them skills for performing their jobs and enjoying their leisure, as well as to inculcating sound moral values in them for their own benefit and that of the society. It is against this background that the FGN (2013) noted that teacher education should be the springboard for educational planning and national development. The objectives of teacher education programmes in Nigeria include production of highly motivated, conscientious and efficient classroom teachers for all level of educational systems, encouraging the spirits of enquiry and creativity among teachers, help teachers fit into the social life of the community and the society at large and enhance their commitment to the national goals, as well as provide teachers with the intellectual and professional background adequate for their assignment and to make them adaptable to changing situations. However, the situation in Colleges of Education in Anambra State and Nigeria in general seem to leave little to be desired. This is occasioned by the incessant strike actions embarked upon by the academic and non-academic staff of the colleges of education to protest the abandonment of such important sector in the economy. The issues facing colleges of education in Nigeria are poor funding for research activities, improper



remuneration, paucity of academic staff as well as problem of staff retention, lack of quality assessment, and research, unsuitable policy environment and other organizational and management issues pertaining to school administration, among others. Some authors like (Adavbiele, 2016 & Idakwoji, 2016) have laid the brunt of the blame on poor quality teacher education and development programmes.

According to the FME, the challenges of poor teacher quality is visible in the area of pre-service teacher education, orientation and induction of new teachers, continuing professional development for teacher, school leadership recruitment, appointment and training, framework for teaching standards and incentives to attract and retain quality teachers. In agreement, Idakwoji (2016) noted that Nigerian education system still faces significant problems like poor teaching and learning with consequent poor student attainment especially in standard examinations. Teacher attrition rate is high, significantly low enrolment in teacher training holds sway; non availability of teachers to teach most of the entrepreneurship, vocational and technical subjects that are on the curriculum is common to public schools. Inadequacy of the required teaching staff, school plant, machinery and other instructional resources are common to all public schools; and teaching in Nigeria still shows as the worst profession (Ogunyinka, Okeke & Adedoyin, 2015; Ezekwesili, 2013).

This situation informed the decision of the Federal Ministry of Education (FME) (2012) to initiate the four year strategic plan for the development of the education sector for 2011-2015 in which teacher education and development is a priority area. According to the FME (2012) the strategic plan for the development of teacher education and development include expanding and improving Information and Communication Technologies (ICT) facilities in teacher education institutions to make them globally competitive. The plan was designed to implement government's directive on ICT initiatives for Tertiary Institutions and to implement the Federal Government e-learning framework. The plan was aimed at ensuring that ICT infrastructure is provided across institutions and to ensure that ICT is integrated into the delivery of teacher education curriculum. ICT is a revolution that involves the use of computers, internet and other telecommunication technology in every aspect of human endeavour. Asiya (2010) defined ICT as the handling and processing of information (text, images, graphs, instruction, etc) for use, by means of electronic and communication devices such as computers, cameras, telephone.



According to Aribasala (2006), the adoption of ICT in teacher education will enhance effective teaching. Issues like good course organization, effective classroom management, self-study collaborative learning, tax oriented activities, and effective communication between the actors of teaching-learning process and research activities will be enhanced by the use of ICT based technology. It is believed that improving on the ICT facilities in the colleges of education in Nigeria will largely improve the quality of education programmes in Nigeria in general and Anambra State in particular. However, it appears that implementation of the federal Ministry of Education's four year strategic plan on expanding and improving ICT facilities in teacher education institutions like the colleges of education seem not to be quite impressive. It therefore becomes imperative that the opinion of business educators who are teachers in these institutions are sampled to know the true state and influence of the implementation of the strategic plan of expanding and improving ICT instructional facilities in colleges of education Anambra State.

Statement of the Problem

Teachers are important agents for national development. Thus it is imperative that all hands are on deck to improve the quality of their training because a well-trained teacher would lead to a properly trained and educated graduate who is equipped to face real life situation. However, this assertion seems to be given little relevance by the Nigerian government. This is occasioned by their inability to willfully fund education. This has resulted in poor quality education programmes occasioned by incessant strike by staff, student unrest, poor research and development, staff attrition as well as many other issues that have degraded the essence and quality of education in teacher training institutions. However, six years since the drafting of the plan, it appears that the implementation of the four year strategic plan as it concerns improving ICT instructional facilities in teacher education institutions is not being successfully achieved. The lack of ICT enabled instructional facilities has hampered the level of efficiency in education service delivery and has affected the rate of exposure of students to simulation and real life situations. This seems to have resulted to the inability of students of colleges of education to compete effectively with their peers in other parts of the world. It is therefore imperative to determine the extent to which the four year strategic plan on improving ICT in colleges of education in Anambra State.



Research Question

What is the influence of the implementation of the Federal Ministry of Education four year strategic plan on improving information and communication technology instructional facilities in colleges of education in Anambra State?

Hypotheses

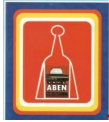
The following hypotheses were tested at 0.05 level of significance:

There is no significant difference in the mean ratings of business educators in colleges of education in Anambra State on the influence of the implementation of the Federal Ministry of Education four year strategic plan on improving Information and Communication Technology instructional facilities in colleges of education in Anambra State based on years of experience.

There is no significant difference in the mean ratings of business educators in colleges of education in Anambra State on the influence of the implementation of the Federal Ministry of Education four year strategic plan on improving Information and Communication Technology instructional facilities in colleges of education in Anambra State based on educational qualifications.

Methods

The study was a descriptive design and was carried out in Anambra State. The population of the study comprised all 68 business educators from the two Colleges of Education (Federal College of Education (Technical), Umunze and Federal College of Education, Nsugbe) in the State. The whole population was used for the study without sampling because it is manageable. The instrument for data collection is a questionnaire titled “Questionnaire on the Implementation of the Four Year Strategic Plan on Improving Information and Communication Technology Instructional Facilities in Colleges of Education (QIFYPIICTIFCE)” with two sections- A and B. Section A contains two item on respondents' background information covering years of experience and educational qualifications, while Section B contains a total of 10 items covering aspects of ICT instructional facilities for colleges of education according to the research question guiding the study. Section B is structured on 5-point rating scale of Very High Extent (VHE), High Extent (HE), Moderate Extent (ME), Low Extent (LE) and Very Low Extent (VLE). The respondents are required to



tick (✓) in only one column for all the items to indicate the extent to which they consider each factor to have effect on their choice of business education as a course of study. The validity of the instrument for the study was established by three experts in the School of Business Education, Federal College of Education, Nsugbe, Anambra State. Through a pilot test, copies of the instrument were administered on 10 business educators in Nnamdi Azikiwe University, Awka in Anambra State. Data collected from the test were analyzed using Cronbach Alpha reliability method. The analysis yielded a co-efficient value of 0.87 for internal consistency. The researcher distributed the instrument personally and with the aid of four lecturers in the Colleges of Education. Out of the 68 questionnaires distributed, 62 were returned in good condition. This amounted to 91% return rate. The data collected from the respondents were analyzed using descriptive statistics such as mean and standard deviation. The mean value was used to answer the research questions while the standard deviation was used to ascertain the homogeneity or otherwise of the respondents' ratings. The decision rule was based on the real limit of the scale values on the 5-point rating scale as provided below;

Values	Real	Limit
Very High Extent	5	4.50- 5.00
High Extent	4	3.50- 4.49
Moderate Extent	3	2.50- 3.49
Low Extent	2	1.50- 2.49
Very Low Extent	1	0.50- 1.49

For the hypotheses, Analysis of Variance (ANOVA) was used to test the hypotheses at 0.05 level of significance. Where the calculated f value is less than the critical value of f , it means that there is no significant difference and the hypothesis was not rejected. Conversely, where the calculated f value is equal to or greater than the critical f value, it means that there is significant difference and the hypothesis was rejected.

Results

Research Question

What is the influence of the implementation of the Federal Ministry of Education four year strategic plan on improving information and communication technology instructional facilities in colleges of education in Anambra State?

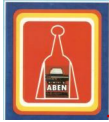


Table 1: *Respondents Mean Ratings on the Influence of implementation of FME strategic plan on Improving Information and Communication Technology (ICT) instructional facilities in Colleges of Education.*

S/N	To what extent has the following strategy on improving Information and Communication Technology (ICT) instructional facilities in your institutions been implemented:	Mean	SD	Remarks
1.	Providing projectors for classroom instructions	2.34	0.76	Low Extent
2.	Providing free access to internet in the schools premises	1.08	0.54	Very Low Extent
3.	Providing computers for learning	2.10	0.51	Low Extent
4.	Making available customized smart phones for students training and instruction	2.31	0.63	Low Extent
5.	Providing digital televisions to enable video instruction	1.34	0.55	Very Low Extent
6.	Providing mega phones for instructional purposes	3.45	0.65	Moderate Extent
7.	Creating a digital library for Departments in the school	2.44	0.72	Low Extent
8.	Providing camcorders that would aid recording of classroom instructions	1.20	0.50	Very Low Extent
9.	Providing digital light board and pen for classroom instruction	1.89	0.67	Low Extent
10.	Launching satellite services in the school premises to enable access to internet services	2.01	0.58	Low Extent
Cluster Mean		2.02		Low Extent

The data presented in Table 1 revealed that the business educators in colleges of education in Anambra State rated the extent of implementation of providing free access to internet in the schools premises, providing digital televisions to enable video instruction and providing camcorders that would aid recording of classroom instructions to a very low extent with mean ratings of 1.08, 1.34 and 1.20 and standard deviations of 0.54, 0.55 and 0.50 respectively. They also rated providing projectors for classroom instructions, providing computers for learning, making available customized smart phones for students training and instruction, creating a digital library for departments in the school, providing digital light board and pen for classroom instruction and launching satellite services in the school premises to enable access to internet services to a low extent with mean ratings ranging from 1.89 to 2.34 and standard deviations ranging from 0.51 to 0.76. However, they rated the item on providing mega phones for instructional purposes to a moderate extent with mean rating of 3.45 and standard deviation of 0.65. The cluster mean of 2.02



indicates that the Federal Ministry of Education four year strategic plan on improving Information and communication technology instructional facilities in colleges of education in Anambra State was implemented to a low extent.

Hypothesis 1

There is no significant difference in the mean ratings of business educators in colleges of education in Anambra State on the influence of the implementation of the Federal Ministry of Education four year strategic plan on improving Information and Communication Technology instructional facilities in colleges of education in Anambra State based on years of experience.

Table 2: Summary of Analysis of Variance (ANOVA) on the Influence of Implementation of the FME Strategic Plan on Improving Information and Communication Technology Instructional Facilities in Colleges of Education in Anambra State Based on Years of Experience

Group	Sum of Squares	df	Mean Square	F-ratio	F-crit	Remark
Between Groups	.237	2	.077	0.65	3.11	Not Significant
Within Groups	243.600	60	.801			
Total	243.837	62				

Data in Table 2 reveal that f-ratio of 0.65 calculated at 0.05 level of significance and at 2 and 84 degrees of freedom is less than 3.11. Since the f-ratio of 0.65 is less than the f-critical value of 3.11, the null hypothesis was not rejected. Hence, there is no significant difference in the mean ratings of business educators in colleges of education in Anambra State on the influence of the implementation of the Federal Ministry of Education four year strategic plan on improving Information and Communication Technology instructional facilities in colleges of education in Anambra State based on years of experience.

Hypothesis 2

There is no significant difference in the mean ratings of business educators in colleges of education in Anambra State on the influence of the implementation of the Federal Ministry of Education four year strategic plan on improving Information and Communication Technology instructional facilities in colleges of education in Anambra State based on Educational Qualification.

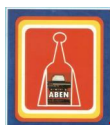


Table 2: Analysis of Variance (ANOVA) of the Mean Ratings of Respondents on the Influence of Implementation of the FME Strategic Plan on Improving Information and Communication Technology Instructional Facilities in Colleges of Education in Anambra State Based on Educational Qualifications

Group	Sum of Squares	df	Mean Square	F-ratio	F-crit	Remark
Between Groups	.245	2	.097	0.87	3.11	Not Significant
Within Groups	234.453	84	.765			
Total	235.082	86				

Data in Table 2 reveal that f-ratio of 0.87 calculated at 0.05 level of significance and at 2 and 84 degrees of freedom is less than 3.11. Since the f-ratio of 0.87 is less than the f-critical value of 3.11, the null hypothesis was not rejected. Hence, there is no significant difference in the mean ratings of business educators in colleges of education in Anambra State on the influence of the implementation of the Federal Ministry of Education four year strategic plan on improving Information and Communication Technology instructional facilities in colleges of education in Anambra State based on educational qualification.

Discussion

Findings on the research question revealed that business educators in colleges of education in Anambra State opined that the implementation of the Federal Ministry of Education Strategic plan on improving information and communication technology instructional facilities in colleges of education in Anambra state is to a low extent. This situation seem to have resulted in the failures of business educators and other lecturers in these institutions to expose students to current trends in their areas of discipline leading to the production of “half baked” graduates who cannot function in the 21st century digital office, school and business environment. This finding is in line with the findings of Hart, Emeli and Okorogba (2016) who decried the poor level of ICT facilities in the colleges of education in the state. Hart et al (2016) are of the opinion that the inability of government to provide these ICT gadgets will affect the realization of the Federal government objectives for the teacher education programme in Nigeria. Similarly, Asiya (2010) found that the availability of ICTs for use in teaching and learning in institutions of higher learning in Anambra State is low. Four years after the situation is still low. This seem to point



to a lack of commitment on the part of the federal government of Nigeria in ensuring quality teacher education programmes in the country. Furthermore, the respondents did not differ in their opinion on the extent of the implementation of the federal ministry of education strategic plan on improving ICT instructional facilities in colleges of education in Anambra State. The result shows that the Federal Government of Nigeria through the Federal Ministry of Education has failed in implementing their strategic plan for improving ICT in teacher training institution judging from the fact that this study was carried out 3 years after the plan should have been fully implemented as at 2015.

Conclusion

In view of the findings, of the study, it was concluded that the extent of implementation of the Federal Ministry of Education four year strategic plan on improving ICT instructional facilities in colleges of education in Anambra State is low. This point to a serious lack of commitment on the part of the government and its implementing agency the Federal Ministry of Education in the area of digitalizing the teachers training institutions in the country to compete effectively with its peer around the world. This situation seem to have resulted in the level of decadence in the educational systems in Nigeria especially in the teachers training institutions leading to the graduation of ill equipped graduates and teachers. This is evident in the poor level of our national development so far.

Recommendations

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

A special panel of enquiry should be instituted by the federal government in line with the Ministry of Finance, the Ministry of Education and Head of Teacher Education Institutions to ascertain the level of funds released and how they have been disbursed by the institutions incharge of the implementation of the strategic plan on ICT instructional facilities for teacher education institutions.

The Federal Government of Nigeria through the Ministry of Education should give serious financial commitment to the implementation of the strategic plan on improving ICT instructional facilities in the teacher training institutions especially the colleges of education. This commitment should be more than just paying lip services to the implementation, rather funds should



be released for the provision of ICT facilities like projectors, internet services and digital television among others.

The Federal Government through the Ministry of Education should contract the services of tried and tested ICT companies in their task of providing world class ICT instructional facilities in the teacher training institutions. The ICT companies used should not be limited to Nigerians alone, Companies who is seen to have proven themselves in providing such services for leading academic institution in Africa, Europe or America should be contracted.

The Federal Government of Nigeria should partner with Leading ICT companies like HP and Dell so as to ensure that the ICT facilities provided are of standard and not counterfeit.

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DETERMINATION OF THE ADEQUACY OF PRACTICAL ELEMENTS OF OFFICE TECHNOLOGY AND MANAGEMENT PROGRAMME AS PERCEIVED BY GRADUATE SECRETARIES IN TARABA STATE

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Abstract

This study was undertaken to determine the adequacy of the acquired practical elements of OTM training as perceived by graduate working secretaries in Taraba State. The survey research design was adopted for the study. The studied practical trainings were classified into three, namely: ICT, Office Technology and Office Application elements. The population of the study was 75 graduate working secretaries in Taraba State. Sampling was not applied because the population was sizeable to handle. Three objectives and three research questions guided the study. A null hypothesis that there is no significant difference between the opinions of the secretaries in public sector and those in private sector was tested at 0.05 level of significance using t-test statistic. Four point response scale of Highly Adequate (HA), Adequate (A) Somewhat Adequate (SA) and Not Adequate (NA) was used to analyse the opinions of the respondents. Questionnaire with 33 construct titled Adequacy of Practical Elements of Office Technology and Management (APEOTMQ) was used to elicit data from the respondents. It was discovered that while the OTM graduates were adequate in the acquired practical elements, they were inadequate in some of the recent ICT skills occasioned by current technological development. It was therefore recommended amongst others that curriculum planners and lecturers should occasionally scan the work environment to determine nascent development that should be incorporated in the school curriculum so that graduates secretaries will continue to keep pace with computer age.

Keywords: Practical, Elements, Office, Technology, Management, Secretaries.

Introduction

Office Technology and Management, according to NBTE (2004) is a practical oriented programme meant to acquaint students with practical skills to enable them fit in properly in the business offices after graduation. It also equips students with



secretarial/office skills for employment in various fields of endeavour (Ekpenyong 2010). The adequacy of the practical elements such as ICT, Office application and Office technology need to be determined to ensure that the programme provides the recipients with adequate knowledge and skills required to succeed in the business world. The world is ICT driven. Computer literacy nowadays is regarded as the current literacy. The business offices of today, are equipped with high-tech machines and equipment which the graduate secretaries are expected to use effectively at work. New technologies such as scanners, computers, Xerox duplicator, android phones and laminating machines, slide presentation, Blogging, Mobile devices, iTunes, Twitter, Wikis, and so on are what is available in today's offices. The technological era is observed in the society through the use of these technologies such as career development packages, World Wide Web (www), ICT psychomotor knowledge, Global system of mobile communication (GSM), iPOD (Enobun-Nwidi, 2017). The adequacy of practical elements skills acquired by the graduates has effect on their business transactions through record keeping, calculation for accuracy, manipulation of keyboards, use of computer, use of stapler use of photocopier, use of internet and so on. It is also evident in their use of photocopier, shredder, scanner and other technologies found in the contemporary office.

The traditional offices which were filled with manual machines and equipment have become obsolete. The secretaries of today, are expected to be contemporary secretaries just like the modern offices where they are meant to serve. Where this is not so, the practical training received by the secretaries is not adequate. According to Qualman (2010) internet adoption was one of the most powerful changes at organizational and personal levels and is now catalyzing the next revolution of communication through social media. The business office of today is one characterised by different social media effects to call customers, communicate with customers and colleagues. The practical elements taught at school such as webpage design, desktop publishing and ICT should enable learners be ICT compliant. Practical skills, as integral part of OTM programme, are highly emphasised to forestall mere cognitive mastery of elements. Graduate secretaries, on completion of their studies, should have utilized a reasonable part of their time in school for the acquisition of practical skills. Graduate working secretaries ought to perform their tasks at work places in line with the acquired skills. Iwowo, Ogbiji and Ele (2017) opined that the ability to use computer is as basic and necessary to a person's formal education as reading, writing and arithmetic. They maintained that jobs become



increasingly oriented towards the use of information system (computers) in the modern office. Ntukidem (2005) asserts that today with the aid of database, information can be imputed, accessed, sorted, extracted and stored in a variety of ways by the office manager/secretary. Ntukidem stressed that as a result of this, computer has become a good electronic device, very reliable, safe and secure for ICT, and which implies the positive acceptability of computers in the 21st century office. Many organizations throughout the world have resorted to the use of computer in processing documents. In the opinions of Mamman and Nwabufu (2015) more emphasis must be placed on learning with technology. The default setting for many academics remains on teaching with technology. Runco, Heiberger and Loken (2011) support the argument that active learning and deep interaction between students and their teachers require an extended degree of technological engagement.

Adequacy connotes the quality of being able to meet a need satisfactorily. How the practical elements are used and how they are integrated into the learning process is important for the OTM graduates survival in the business office. Motivation and student dispositions will influence their ability to engage in interactive learning through technologies. Interactive learning through smartphones and portable devices within lectures, seminars and tutorials contribute in the improvement of the students' skills and enable the practical elements to be adequate (Mamman & Nwabufu 2015). Nwabuona (2010) asserts that the revised OTM curriculum focused on combination of office information technical skills with adequate and relevant business knowledge in solving organizational problems. This is targeted towards the production of hybrid administrative professionals who will respond to the demands of dynamic and intensely computerized modern business office. Ebenezer-Nwokeji, Amasike and Dike (2018) pointed out that to meet the challenges of globalisation, it would in fact appear necessary to prepare individuals for workplace where responsibilities are constantly changing, where vertical management replaced networking, where information passes through multiple and informal channels, where initiative-taking is more important than obedience and where strategies are especially complex because of the expansion of markets beyond national borders. The authors added that education must help individuals to perform tasks for which they were not originally trained, to prepare for a non-career path, to improve their team skills, to use information independently, to develop their capacity for improvisation as well as their creativity and finally, to lay the basis of complex thinking linked to harsh realities of practical life.



According to Ebenezer-Nwokeji, Amasike, and Dike (2018) management information system is another aspect of the curriculum that gives it a global picture. This course is intended to enable students acquire the knowledge of data and information processing techniques and communication at all levels of management. Students should be able to understand systems analysis and design in a modern office. Through MIS, students are exposed to in-depth knowledge of office information system with particular emphasis to file creation, storage, management and manipulation. It is also intended to generate management reports using a modern computer software application system like Microsoft Access (MS Access).

OTM programme according to NBTE (2006) should be able to give graduates vocational skills in OTM and socio-psychological work skills for employment in various fields of endeavour. Oguejiofor and Nwogu (2014) state that professional competency means the ability to perform duties of a profession or jobs and to perform a certain task related to a job, with skill of good quality. This means that the practical elements acquired by the secretary should include habitual and judicious use of communication, knowledge, technical skills, clerical reasoning, emotions, values and reflection in daily practice for the benefit of the individual and community being served. They maintained that the office manager who is at center of information has duty of providing comprehensive, accurate and up-to-date information promptly to enable them take quality management decisions. Office automation and organizational restructuring have led secretaries to assume a wider range of new responsibilities once reserved for managerial and professional staff. New technologies in office has evolved the functions of office to rely on different types of improved and standardized equipment. A professional secretary is not only required to have theoretical and practical knowledge of the new technology but to be competent in the usage of some computer packages like excel, data base management etc. They should be competent in e-commerce, browsing the website, data protection techniques and security, and knowledge of how to use search engines (Salami, 2009).

Statement of the Problem

A preliminary survey to determine the marketability of Office Technology and Management (OTM) graduates in Taraba State revealed that many graduates of OTM are employed in both private and public organizations within the state. The



survey also revealed an avalanche of emergent new technology that adorn some of the offices, and these facilitate performance of tasks in office related duties. We recall that the present OTM programme, as against the old Secretarial Studies programme evolved as a result of technology. The need to address the challenge of contemporary technological innovation. The National Board for Technical Education (NBTE) conceived the OTM programme as one that would meet this challenge and therefore, designed it to acquaint students with practical skills for the contemporary offices after graduation. From the inception of the OTM programme in 2004 till date, technology has further improved and there are new developments everywhere. The adequacy of the curriculum in the light of present realities is a question that demands an answer. The need to ascertain whether those that acquired the practical training so far, based on the existing curriculum is very important. It is against this backdrop that the researchers decided to determine the adequacy of the acquired practical elements of OTM programme as perceived by graduate secretaries in Taraba State.

Research Questions

The following research questions were raised for the study.

How adequate are the ICT practical element skills acquired by OTM graduate secretaries in Taraba State?

How adequate are the Office Technology practical element skills acquired by OTM graduate secretaries in Taraba State?

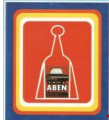
How adequate are the Office Application practical element skills acquired by graduate secretaries in Taraba State?

Hypothesis

There is no significant difference between the mean responses of the graduate secretaries in Public Sector and those in Private Sector on the adequacy of practical elements acquired by OTM graduate secretaries in Taraba State.

Methods

The study adopted the descriptive survey research design. The population of the study was 75. It was an intact population since the population was sizeable to handle. Structured questionnaire titled: Adequacy of Practical Elements of Office



Technology and Management (APEAOTMQ) was used to gather data for the study. The questionnaire contained 33 constructs in three clusters which was measured on a 4-point rating scale as follows: Highly Adequate (HA) 4-points, Adequate (A) 3-point, Somewhat Adequate (SA) 2-point and Not Adequate (NA) 1-point. The questionnaire was validated by two experts from the Department of OTM Federal Polytechnic Bali. The Cronbach alpha reliability test was used to determine the reliability of the instrument and it yielded a coefficient of 0.84. A total of 75 copies of questionnaire were administered and collected by the researchers. Arithmetic mean and standard deviation were used to analyse the data in order to provide answers to the research questions while the hypotheses were tested at 0.05 level of significance with t-test inferential statistic.

Results

The data collected are presented in the following tables.

Research Question 1

How adequate are the ICT practical element skills acquired by OTM graduate secretaries in Taraba State?

Mean responses and Standard Deviation on the adequacy of ICT practical element skills acquired by graduate Secretaries in Taraba State.

S/N	Item Statements	Mean	SD	Remark
1.	OTM graduates can properly use the computer	3.12	0.89	Adequate
2.	Make use of data base management	3.42	0.82	Adequate
3.	Graduates can work effectively with Microsoft word	3.89	0.45	Adequate
4.	Efficiently process information	3.45	0.79	Adequate
5.	OTM Graduates can back up documents through Google Cloud	2.29	0.91	Not Adequate
6.	Work with Microsoft Excel	3.13	0.85	Adequate
7.	Can generate management report using Microsoft Access	3.01	1.01	Adequate
8.	Use iPod	3.34	0.92	Adequate
9.	Graduates can handle Mobile devices properly	3.51	0.66	Adequate
10.	Can use the World Wide Web	3.00	1.02	Adequate
11.	Graduates can use iTunes for office work	2.26	1.35	Not Adequate
12.	Graduates can make use of Bloggs, Twitter and Wikis	2.31	0.92	Not Adequate
13.	Graduates can utilize speech-text Technique to record instructions	2.43	0.80	Not adequate
Grand Mean/SD		3.01	0.87	Adequate

Source: Field Survey 2019

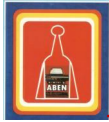


Table 1 reveals that respondents indicated that items 1-4 and 6-10 regarding ICT skills acquired by OTM graduates secretaries in Taraba State were adequate while items 5, 11, 12, and 13 were Not adequate with mean scores of 2.29, 2.26, 2.31 and 2.43 respectively. Respondents' response proved that ICT skills acquired by graduate secretaries in Taraba state are adequate as the grand mean of 3.01 and standard deviation of 0.87 confirmed it. From the analysis OTM graduates can properly use the computer scored a mean of 3.12, make use of data base management scored a mean of 3.42, graduates can work effectively with Microsoft Word scored a mean of 3.89, efficiently process information had a mean score of 3.45. Work with Microsoft Excel scored a mean of 3.13, Can generate management report using Microsoft Access had a mean score of 3.01, use iPod scored a mean of 3.34, graduates can handle mobile devices mean score of 3.51, can use world wide web with a mean score of 3.00. The grand mean of 3.01 indicates that findings in table 1 proved that ICT skills acquired by OTM graduate secretaries in Taraba State are adequate.

Research Question 2

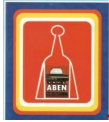
How adequate are the Office Technology practical element skills acquired by OTM graduate secretaries in Taraba State?

Mean responses and Standard Deviation on the adequacy of Office Technology practical element Skills acquired by graduate Secretaries in Taraba State.

S/N	Item Statements	Mean	SD	Remark
1.	OTM graduates can properly use xerox duplicator	2.96	0.98	Adequate
2.	The graduates can use scanners properly	3.03	0.99	Adequate
3.	Graduates can effectively use laminating machine	3.47	0.69	Adequate
4.	Can effectively use the printer	3.50	0.51	Adequate
5.	Can use electronic calculators	3.76	0.56	Adequate
6.	Can shred papers	3.4	0.78	Adequate
7.	Can use modern devices to store documents	3.34	0.92	Adequate
8.	Graduates can make photocopies of documents	3.67	0.61	Adequate
9.	Can make minor repairs in the printer	3.12	0.89	Adequate
10.	Can make minor repairs in the computer and photocopier	3.09	0.82	Adequate
Grand Mean/SD		3.33	0.77	Adequate

Source: Field Survey 2019

The results in Table 2 show that the respondents unanimously agreed with all the items on adequacy of Office Technology practical element skills acquired by OTM graduates Secretaries in Taraba State with mean scores ranging from 2.96 to 3.76.



The findings revealed that the practical element skills acquired by Office Technology and Management graduate secretaries in Taraba State are adequate. This was approved with a grand mean of 3.33. Furthermore, the standard deviation which ranged between 0.77 and 7.75 indicate that there is closeness in the opinions of the respondents.

Research Question 3

How adequate are the Office Application practical element skills acquired by graduate secretaries in Taraba State?

Mean responses and Standard Deviation on the adequacy of Office Application practical element skills acquired by graduate Secretaries in Taraba State.

S/N	Item Statements	Mean	SD	Remark
1.	Graduates can take initiative without being guided	3.38	0.97	Adequate
2.	Employ shorthand skill in the office	2.51	1.23	Adequate
3.	Type accurately	3.12	0.89	Adequate
4.	Use information independently	3.28	0.94	Adequate
5.	Develop their capacity for improvisation	3.00	1.02	Adequate
6.	Can lay the basis of complex thinking	3.61	0.62	Adequate
7.	Can handle harsh realities of practical life	3.34	0.92	Adequate
8.	Know data protection techniques and security	3.67	0.61	Adequate
9.	Have knowledge of how to use search engines	3.77	0.55	Adequate
10.	Be able to utilize computational skills	3.76	0.56	Adequate
Grand Mean/SD		3.34	0.83	Adequate

Source: Field Survey 2019

The result of Table 3 shows that all the respondents agreed in their responses to all the constructs in the table even though the mean score of 2.51 on employ shorthand skill in the office is not very high. This adequacy was very evident as all the mean scores were above the fixed decision value of 2.50. The standard deviation ranged from 0.55 to 1.23 which indicates low variability in the responses of the respondents. The grand mean score of 3.34 and standard deviation of 0.83 respectively reinforces this. This implies that office application practical elements skills acquired by graduate secretaries in Taraba State are adequate.

Hypothesis Testing

There is no significant difference between the mean responses of the graduate secretaries in Public Sector and those in Private Sector on the adequacy of practical elements acquired by OTM graduate secretaries in Taraba State.



Table 4: *t*-test analysis of mean differences in the mean responses of graduate secretaries in Public Sector and those in Private Sector.

Respondents	No	Mean	SD	Df	T-cal	t-crit	Decision
Public Sector Secretaries	40	3.05	0.76	73	0.96	1.95	NS
Private Sector Secretaries	35	3.18	1.25				

The result of Table 4 shows that graduate secretaries in public sector had a mean of 3.05 and standard deviation of 0.76 while graduate secretaries in the private sector had a mean of 3.18 and standard deviation of 1.25. The *t*-cal value of 0.96 with *t*-crit of 1.95 is greater than 0.05 at 0.05 level of significance. This means that the null hypothesis which stated that there no significant difference between the responses of graduate secretaries in the public sector and those in the public sector on the adequacy of practical elements acquired by OTM graduates secretaries in Taraba State was retained.

Discussion of Findings

Findings from research question one show that the respondents agreed that ICT practical elements acquired by OTM graduate secretaries in Taraba State are adequate because they agreed that OTM graduates can properly use computer, make use of data base management, graduates can work effectively with Microsoft word, efficiently process information, work with Microsoft Excel, can generate management report using Microsoft Access, use iPOD, graduates can handle Mobile devices properly, can use the World Wide Web, have the technique to record instructions. This finding collaborates with the view of Iwowo, Ogbiji and Ele (2017) who opined that the ability to use computer is as basic and necessary to a person's formal education as reading, writing and arithmetic. They maintained that jobs become increasingly oriented towards the use of information system (computers) in the modern office. The finding is also in agreement with the views of Enobun-Nwidi (2017) who states that technological era is observed in the society through the use of these technologies such as career development packages, World Wide Web (www), ICT psychomotor knowledge, Global system of mobile communication (GSM) iPOD.

The result of research question two revealed that OTM graduates can properly use Xerox duplicator, graduates can use scanners properly, can effectively use



laminating machine, can effectively use the printer, can use electronic calculators, can shred papers, can use modern devices to store documents, graduates can make photocopies of documents, can make minor repairs in the printer, can make minor repairs in the computer and photocopier. This finding is agreement with the opinions of Mamman and Nwabufu (2015) who state that more emphasis must be placed on learning with technology. The default setting for many academics remains on teaching with technology. Runco, Heiberger and Loken (2011) support this argument. They argued that active learning and deep interaction between students and their teachers require an extended degree of technological engagement. In agreement, Mamman and Nwabufu (2015) emphasised that interactive learning through smartphones and portable devices within lectures, seminars and tutorials contribute in the improvement of the students' skills and enable the practical elements to be adequate. Nwabuna (2010) in agreement with this noted that the revised OTM curriculum focused on combination of office information technical skills with adequate and relevant business knowledge in solving organizational problem. This is targeted towards the production of hybrid administrative professionals who will respond to the demands of dynamic and intensely computerized modern business office.

The finding of research question three proved that graduates can take initiative without being guided, employ shorthand skill and type accurately in the office, use information independently, develop their capacity for improvisation, can lay the basis of complex thinking, can handle harsh realities of practical life, know data protection technique and security, have knowledge of how to use search engines, be able to utilize computational skills. This finding is in agreement with the study of Oguejiofor and Nwogu (2014) who state that professional competency means the ability to perform duties of a profession or jobs and to perform a certain task related to a job, with good quality skills. This implies that the practical elements acquired by the secretary should include habitual and judicious use of communication, knowledge, technical skills, clerical reasoning, emotions, values and reflection in daily practice for the benefit of the individual and community being served.

Result of hypothesis testing proved that there is no significant difference in the mean ratings of the respondents in public and private sectors on the adequacy of practical elements acquired by OTM graduate secretaries in Taraba State.



Conclusion

This study has established the adequacy of practical elements of Office Technology and Management programme on the graduate secretaries in Taraba State. It has been able to determine that the practical elements of ICT, Office Technology and Office Application received by OTM graduate secretaries in Taraba State are adequate. This is important because the reason for training students in these courses is to enable them perform optimally in the work place after graduation. This study, therefore has proffered answers to the problems of the study.

Recommendations

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

New technologies should be provided in the modern business offices where graduate secretaries work to enable them maintain the standard on which they were trained

Although OTM graduate secretaries are adequate in the use of modern technologies, this paper recommends that they should always upgrade their knowledge in order to meet up with the demands of the ever evolving technologies.

Where there is no white-collar job coming forth immediately after graduation, graduates should engage in self-employment in order to retain the skills acquired.

Curriculum planners and lecturers should occasionally scan the work environment to determine nascent development that should be incorporated in the school curriculum so that graduates secretaries will continue to keep pace with computer age.

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IDENTIFICATION OF STRATEGIES FOR SUSTAINABILITY OF SMALL SCALE BUSINESSES BY TERTIARY INSTITUTIONS' GRADUATES IN KWARA STATE NIGERIA

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Abstract

The study examined the strategies for sustainable development of small scale businesses by tertiary institutions' graduates in Kwara State Nigeria. Descriptive survey research design was used for the study. Two research questions and two hypotheses guided the study. The population of the study comprised all business educators at tertiary institutions which were 52 and 30 registered small scale enterprises, in Ilorin metropolis of Kwara State, making the population of the study 82 in number as at the time of the study. A structured questionnaire with 32 items was used to generate data from respondents. The instrument was validated by four business educators and four registered entrepreneurs in Ilorin metropolis of Kwara State. Mean and Standard Deviation were used to answer data related to research questions, while t-test statistic was used to test the two null hypotheses of the study at 0.05 level of significance. The findings of the study identified the strategies for sustainable development of small scale enterprises needed by tertiary Institutions' graduates in Kwara state. The study equally revealed the positive impacts accruable from sustainable development of small scale businesses. It was recommended among others that the government and stake holders should create awareness of the identified strategies and positive impacts accruable from sustainable development of small scale businesses, and also ensure that these strategies are impacted to entrepreneurs, particularly the young ones and those that just graduated from tertiary Institutions, through trainings, seminars and workshops, before encouraging them into entrepreneurship, so as to equip them with the necessary strategies needed to sustain their businesses, thereby making them succeed in the world of business.

Keywords: Strategies, Sustainable development, Small scale businesses, Tertiary Institutions' graduates

Introduction

The issue of empowering the Nigeria graduates through entrepreneurship development has taken the center stage of development discourse in Nigeria,



especially in the present face of economic crisis and increase in the level of graduates' unemployment scenario plaguing the present Nigeria society. According to Onyesom and Uwaifo, (2013), securing jobs after graduation in the early years in Nigeria after Independence was not a difficult task. The same authors observed that then, most tertiary institutions' graduates secured jobs in their final years in schools, and in some cases most of the students were given employment letters at the orientation camps, during the National Youth Service Corps (NYSC). So, getting jobs by then was not in any way, part of the problems of the youths. Today, the situation has changed; it is now apparently the opposite. The present, soaring rate of graduate unemployment has become source of worry to the graduates, their parents, relatives, all Nigerians and of course the government. It has become an economic, political, security and social problems in Nigeria, particularly among the young graduates; hence the present advocate by the government for entrepreneurship development at all levels of education in Nigeria. Nigeria as a nation has been working tirelessly since independence to achieve economic stability. Several policies and programmes such as Operation Feed the Nation (OFN), Structural Adjustment Programme (SAP), National Poverty Eradication Programme (NAPEP) etc. aimed at capacity building, have been introduced by both civilian and military regime since independence. The nation's philosophy of education believe amongst others, that education fosters the worth and development of the individual for the general development of the society. The national policy on education (2006), outlined the national philosophy and goals of education in Nigeria as follows:

Inculcation of the right types of value and attitudes for survival of the individual and the Nigeria society and

Acquisition of appropriate skills and the development of mental, physical and social abilities and competencies as equipment for the individual to live in and contribute to the development of the society.

The problem of Nigeria is not policy formulation, or initiating development, but the actual implementation. One of the major problems Nigeria has today is youth's over dependence on government for the creation of jobs. Osaseri, (2010) maintained that most of our youths and university graduates are waiting endlessly for the government to provide them with white collar jobs which are nowhere to be seen. Ofishe, (2010) stated that bags of fine certificates are no longer guarantee for immediate employment for jobs seekers. Sonaike, (2006) admonished that Nigerian youths should not wait for the government to provide jobs for them, rather they should sharpen their intellectual instincts and find means for themselves to survive in the



midst of the few opportunities available in the economy. The present Nigeria demands that youths should be creative, self-reliant and prepared to do any kind of small scale businesses to make their living. Uloko and Ejinkeonye, (2010) on their own parts stressed that unemployment is growing at a geometric progression especially with the present global economic meltdown.

Similarly all the education and economic programmes and policies initiated by the government failed because almost all of them were focused on providing the citizens with fishes without showing them how to catch the fishes. Therefore, the only surviving hope is the investment on skills acquisition for self-sustainability through entrepreneurship development that will ultimately lead to mass jobs creation. In short, when youths are empowered through the acquisition of strategies for sustaining their newly established enterprises, there is tendency for using these strategies in creating new avenues for wealth through the performance of various types of jobs. The youths are the engine house of any nation, therefore when the youths are empowered; the nation is empowered as well.

Seeing the pressing needs of making the youths managers of their own, the Federal Government through the Central Bank of Nigeria (CBN), in conjunction with the Centre for entrepreneurship Development and Research (CEDR) have been training and retraining unemployed and employed graduates, school leavers and the general public in both formal and informal set up so that they can become, not only self-reliant but also job creators.

This special ability to train new entrepreneurs according to Ngwu, (2010) facilitates the acquisition of start-up capital and nurturing of the new enterprises' center for Entrepreneurship Development and Research to the business community. People already in business are retrained to enhance the sustainability of their businesses through the acquisition of a lot of skills and also make their businesses profitable. Students are being molded to take their fate into their hands by becoming entrepreneurs even right in the school. The Center targets the eradication of poverty in Nigeria in recognition of the basic essence of the National Economic Empowerment Strategy (NEEDS) of the federal Government of Nigeria.

Sustainability is the process of people maintaining change in a balanced environment, in which the exploitation of resources, the direction of investments, the orientation of technological development and Institutional change are all in harmony and enhance both current and future potentials to meet human needs and aspirations, (United Nations' General assembly '48., 2005)



It is the process of living within the limits of available physical, natural and social resources in ways that allow the living system in which humans are embedded to thrive in perpetuity. It also entails collating the many strategic goals, intuitive and practices that will guide the youths towards sustainability leadership. It maintains that individuals should play major roles in developing current environmental and social circumstances. It holds that the people of today along with future generations must create solutions and adapt to it.

Sustainability of small scale enterprises infer remedies to the present unemployment problem in Nigeria, because it provides the youths with practice oriented knowledge and strategies required in specific occupations. It instills into scholars, self-confidence, self-awareness, good work habits, problems solving, critical thinking, punctuality, reliability, team work and leadership traits, etc. With this, the tertiary Institutions' graduates can help the nation, and be delivered from all facets of the present unemployment problems through their involvement in self-employed enterprises, and the sustainability of such enterprises as graduates

Small scale business is that which employs small number of workers. Such enterprise is generally privately owned and operated by sole proprietorship, corporation, or partnership etc. Small scale enterprise embrace all profit-oriented, economic or commercial activities carried out by individuals or group of persons as means of livelihood. The size of the company may be big when taken by itself, yet small when compared with other companies in the same industry. Okoh, (2010), defined small scale enterprise using the following parameters: size of the investment, financial measures and economic impacts.

The U.S. small business administration, (2009) stated that the small scale enterprises generally have fewer than 500 employees within a 12 month period in non-manufacturing industries. Such company must consider any individual on its payroll as an employee. In Australia, a small scale enterprise is one that has fewer than 15 employees on payroll as defined by fair work act. The small business act for Europe stated that small scale enterprises are those that have 250 employees or less. Small scale enterprises in Asian countries generally have 100 or fewer employees or less.

In some countries, the definition of small scale enterprise is bound by financial measures such as net profits, statement of financial positions, the value of assets and annual sales. In the United States, for example, a non-manufacturing small scale enterprise is the one that does not earn more than \$7 million in a year. Financial measure can vary by industry, as annual receipts may be higher for industries that have higher overhead costs to operate.



While larger enterprises employ many individuals, small scale enterprises in the United States account for nearly half of the gross domestic products. Small-scale enterprises help stimulate local economies by providing local individuals with jobs, as well as products and services to community members. Moreover, such enterprises help diversify and grow their respective industries, as many women and minorities make significant contributions to small scale businesses in the world. When there is a rise in small scale enterprise, countries may see reforms as basic rights. For example, some parts of the United States, now allow sole proprietorship without employee to have access to group health care.

Tertiary Institutions are those Institutions that offer education beyond the Secondary level, especially at the Colleges, Polytechnics and Universities. Tertiary Institutions can only be effective in Nigeria, if it alleviates societal problems and promotes the satisfaction engendered by the acquisition of skills. The roles Tertiary Institutions' graduates play in the management of small scale enterprises cannot be overlooked as these enterprises are recognized as the most reliable tools for socio-economic growth, (Alade , 2001).

Idleness has dragged many Nigerian youths to indulge in advanced crimes like kidnapping, militancy, drugs/child trafficking, advanced fee frauds, prostitution, armed robbery, cultism etc. Ofishe, (2010) admonished that when the mind and soul are kept busy, there is no room for devilish ideas to penetrate or possess the body. For Nigeria, Kwara State inclusive, to be ranked as one of the world's economic magnets, Igbokwe (2006), Osaseri (2010), Agetue and Nnamdi (2010); maintained that, government should stop paying lip service to education and economic policies developed by experts, but should release adequate funds and materials for successful initiation and implementation of these policies. Those entrusted with implementing the policies should make judicious use of the whole monies/materials and not to divert them for their selfish and in

Statement of the Problem

In spite of the existence of other business schools in providing qualified personnel in managing small scale enterprises, it is often argued that the rate of fraud and errors in organizations today are on the increase. As a result of this, most of the present graduates make little or no attempt to establish small scale businesses of their own, despite the abundant business opportunities and the enormous skills they have acquired in schools, (Igwe, 2009). Instead, they continue to besiege ministries and



government offices in search of white collar jobs that are either extremely few in supply or even non-existent. Experience and interaction with small scale business owners in Kwara State, revealed that lack of strategies for sustaining small scale businesses, among others are major problems and challenges faced by graduates of tertiary Institutions (young entrepreneurs), and as a result, those that established businesses of their own could not stand the test of time. This is sad as nobody plans to fail in any business

According to Okoh, (2010), the conversion of ideas into business is what every graduate of tertiary Institutions should aim at in the present economic crisis in Nigeria and it is also essential to transform ideas into products or service that are in demand by identified market segments and also to improve on such ideas for sustainable development of such businesses. Better decision making is also needed by these graduates of tertiary Institutions by identifying the right strategies for the sustainability of their businesses. The idea can be in respect of experiences gained or knowledge possessed through formal or informal learning systems in entrepreneurship education.

The question now is, since lack of strategies for sustainable development of these small scale enterprise are among major problems and challenges faced by young tertiary Institutions' graduates in the management of small scale businesses, what then are the strategies needed by these young tertiary Institutions' graduates for sustaining their small scale businesses? Current realities of the Nigeria situation have summed up to provoke a discourse of this nature (strategies for sustainable entrepreneurship development) because our educational system and experiences have completely proved to be inadequate in preparing its beneficiaries for the increasing difficulties associated with the present fast changing world. All these observations call for solutions so as to help small scale enterprises operate at full capacities without folding immediately and to improve the standard of living of our young unemployed graduates by encouraging them into entrepreneurship development, hence the need for the present study

Research Question

The following research questions guided the study:

What strategies do respondents consider acceptable for sustainability of small scale businesses among tertiary Institutions' graduates in Kwara state?.



What positive impacts accrue from sustainability of small scale enterprises in Kwara State?.

Research hypotheses

The following null hypotheses guided the study and were tested at 0.05 level of significance:

Male and female respondents do not differ significantly regarding the strategies they consider effective for sustainability of small scale businesses among tertiary Institutions' graduates in Kwara State

Male and female respondents do not differ significantly regarding the positive impacts accruable from sustainability of small scale enterprises in Kwara State

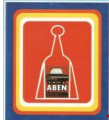
Methodology

This study adopted the survey descriptive design, and was conducted in the following tertiary institutions offering business education in Kwara State as can be seen in the table below The population of the study consisted 52 business education lecturers in the mentioned tertiary institutions below and 30 owners of registered small scale enterprises in Ilorin metropolis of Kwara State, Nigeria as at the time of the study

Table 1: *Tertiary Institutions and number of Business Educators in Kwara State, Nigeria, including small scale Entrepreneurs used for the study*

S/N	Name of Institutions	Business Educators/Entrepreneurs
1	Kwara State University, Malete	11
2	University of Ilorin, Kwara State	5
3	Kwara Sate Polytechnic, Ilorin	10
4	Kwara State College of Education, Ilorin	9
5	Al-hikma University, Ilorin, Kwara State	4
6	Land Mark University, Ilorin, Kwara State	3
7	Grace Land Polytechnic, Offa, Kwara State	6
8	Kwara State College of Education, Lafiaji, Kwara State	4
9	Registered Entrepreneurs in Ilorin metropolis used for the study	30
Total		82

Source: Field survey 2019



Data for this study was collected by means of a questionnaire developed by the researcher titled “Questionnaire on identification of strategies for sustainability of Small Scale Businesses by Tertiary Institutions' Graduates' (ISSSBTIG) with five point likert rating scale of Strongly Agreed, Agreed, Undecided, Disagreed and Strongly Disagreed. Section A of the questionnaire contains 2 items on personal data of respondents, while section B contains 15 items on the strategies for sustainable development of small scale enterprises by tertiary institutions' graduates' in Kwara state, and section C contains 17 items on accruable impacts of sustainability of Small Scale Businesses by Tertiary Institutions' Graduates in Kwara State, Nigeria. The reliability of the instrument was done using Cronbach Alpha Measure of internal consistency and the reliability co-efficient was 0.72, indicating a high reliability. The researcher administered the questionnaires with 8 research assistants within two weeks of administration. Mean rating and standard deviation were used to analyze data related to research questions while t-test statistics was used to test the two null hypotheses of the study at 0.05 level of significance. Items with mean score of 3.50 and above were considered relevant for the study, while items with mean score below 3.50 were considered not relevant for the study. A null hypotheses was rejected when the observed p-value was greater than or equal to the alpha level, (0.05) and retained when the observed p-value was less than alpha level of 0.05.

Results of the Study

Research Question 1

What strategies do respondents consider acceptable for sustainability of small scale businesses among tertiary Institutions' graduates in Kwara state?

Table 2: *Strategies respondents considered acceptable for sustainability of small scale businesses among tertiary Institutions' graduates in Kwara state*

S/N	Item	SA	A	UD	D	D	X	Decision
1	Provision of adequate fund & facilities by the government, philanthropic individuals non-governmental organizations (NGOs)	30	26	4	0	0	4.40	SA
2	Linking the beneficiaries of entrepreneurship training to sources of credit by the government	40	20	0	0	0	4.60	SA
3	Exposing beneficiaries by tertiary Institutions to more business opportunities to exercise creative freedoms	32	20	3	3	3	4.20	SA



	Exposing the beneficiaries by stake holders/government to higher self-esteem and a greater sense of control over their own businesses.	32	20	3	3	3	4.20	SA
5	Government to stop paying lip service to education and economic reform policies developed by experts.	42	18	1	1	1	4.40	SA
6	Government representatives to tell themselves the truth by not denying the public their rights.	28	30	1	1	1	4.40	SA
	Those entrusted with disbursement of monies, should make judicious use of all the resources entrusted to them and not to divert them for selfish and personal uses.	32	20	3	3	3	4.20	SA
8	Intensive monitoring of projects by economic reform implementers should be carried on to ensure that the beneficiaries of funds actually embark on the projects for which the funds were released.	53	6	1	0	0	4.92	SA
	Putting embargo on the importation of foreign items that can be produced in the country, so as to enable the youths to start producing such products.	42	13	2	2	1	4.60	SA
10	Encouraging and promoting the exportation of local made goods.	42	13	2	2	1	4.60	SA
11	Giving subsidies to entrepreneurs by the government to boost the production of locally made goods	41	14	1	2	2	4.50	SA
12	Regular supply of information to entrepreneurs on the latest business and economic development.	39	14	2	3	2	4.40	SA
13	Intensive mass mobilization/ enlightenment programmes like seminars, workshops, conferences, bonanzas etc. on small scale enterprises management.	48	10	1	1	0	4.75	SA
	Provision of interest free loans by the central banks to youths to start up their own businesses.							
15	Provision of adequate infrastructural facilities by the government, like good road network, pipe borne water, electricity to boost production, reduce cost and quicken the distribution of goods to the markets.	45	15	0	0	0	4.75	SA
		46	12	0	2	0	4.70	SA

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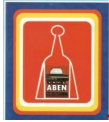


Table 2 listed 15 possible strategies that could help in sustainable development of entrepreneurship. The respondents agreed that all the 15 items are strongly accepted strategies capable of boosting the sustainability of entrepreneurship development in Kwara State.

Research Question 2

What positive impacts accrue from sustainability of small scale enterprises in Kwara State?.

Table 3: Respondents' responses on accruable impacts from sustainability of small scale enterprises in Kwara State.

S/N	Item	SA	A	UD	D	D	X	Decision
1	Increase in self-employment of youths and adults (reduction in unemployment)	32	22	2	3	1	4.35	SA
2	Rapid economic, human and national development	40	15	1	2	2	4.50	SA
3	Improved standard of living of the masses	40	15	1	2	2	4.50	SA
4	Reduction in crime and societal vices	51	8	0	1	0	4.81	SA
5	Development of rural and urban areas	44	10	3	2	1	4.35	SA
6	Reduction in rural migration	44	10	3	2	1	4.35	SA
7	Decongestion of urban areas	44	10	3	2	1	4.35	SA
8	Encouraging young graduates into production action	38	16	2	3	1	4.45	SA
9	Equipping youths with business and other managerial skills that will help them meet up with societal challenges	34	23	1	1	1	4.46	SA
10	Encouraging innovations in the midst of scarce resources.	38	18	2	1	1	4.51	SA
11	Giving everyone the chance to participate in public assignment by performing their civic responsibilities.	30	22	4	2	2	4.26	SA
12	Promoting intergeneration equity by meeting the needs of present generation without endangering those of future generation	28	24	4	2	2	4.23	SA
13	Making youths effective and efficient in resource management	58	2	0	0	0	4.96	SA
14	Resuscitating idle resource to effective use through creativity and innovation applications	22	28	4	4	2	4.10	SA
15	Enhancing rapid development of the nation by placing her to the position of world economic magnet	48	10	1	1	0	4.75	SA
16	Making youths influential in the society	58	2	0	0	0	4.96	SA
17	Encouraging the establishment of many businesses by the youths	32	22	2	3	1	4.35	SA



Data in Table 2 accepted all the items as, accruable impacts from sustainable development of entrepreneurship in Kwara State.

Test of Hypotheses

H₀₁: Male and female respondents do not differ significantly regarding the strategies they consider acceptable for sustainability of small scale businesses among tertiary Institutions' graduates in Kwara State

Table 4: Result of t-test analysis of male and female respondents regarding strategies they consider acceptable for sustainability of small scale businesses among tertiary Institutions' graduates in Kwara State

Group	N	Mean	SD	t-cal	Df	p-value	Decision
Male	44	3.40	0.29	-1.040	80	0.302	Not rejected
Female	38	3.48	0.37				

Source: Field Survey, 2019 $P < 0.05$

The data in Table 4 revealed that there are 44 and 38 male and female respondents respectively. The female had higher mean ($X = 3.48$; $S.D=0.37$) than male respondents ($X= 3.40$ $SD= 0.29$). Their responses are close to the mean as the standard deviations are very low. The table revealed that there was no significant difference in the mean responses of male and female business respondents regarding the strategies they consider acceptable for sustainability of small scale businesses among tertiary Institutions' graduates in Kwara State, ($t_{80} = -1.040$ $p<0.05$) Therefore, the null hypotheses was not rejected. Their responses, though had a slight difference, between their mean responses with female respondents having higher responses, but the difference was not statistically significant (mean difference = 0.08).

H₀₂: Male and female respondents do not differ significantly regarding the positive impacts accruable from sustainability of small scale enterprises in Kwara State

Table 5: Summary of t-test of the significant difference in the mean rating of male and female respondents regarding the positive impacts accruable from sustainability of small scale enterprises in Kwara State

Group	N	Mean	SD	t-cal	Df	p-value	Decision
Male	44	3.29	0.29	0.215	80	0.829	Not rejected
Female	38	3.27	0.35				

Source: Field Survey, 2019 $P < 0.05$



The data in Table 5 revealed that there are 44 males and 38 female respondents respectively. The male respondents had higher mean ($X = 3.29$; $S.D = 0.29$) than female respondents ($X = 3.27$; $SD = 0.35$). Their responses are close to the mean as the standard deviations are very low. The table revealed that there was no significant difference in the mean responses of the male and female respondents regarding the positive impacts accruable from sustainability of small scale enterprises in Kwara State ($t_{80} = 0.215$, $P < 0.05$). Therefore, the null hypotheses that stated that there is no significance difference between the mean responses of male and female respondents regarding the positive impacts accruable from sustainability of small scale enterprises in Kwara State was not rejected. Their responses showed that male and female respondents do not differ significantly regarding the positive impacts accruable from sustainability of small scale enterprises in Kwara State (mean difference = 0.02).

Discussion of Findings

The study examined strategies needed by tertiary institutions' graduates for sustainability of small scale businesses in Kwara State. The findings of this study revealed that the only solution to too many economics/societal ills in our society today is making the masses self-employed through well established and sustainable entrepreneurship development using formal and informal means of training knowledge of entrepreneurship according to Adoniyi (2008); Nwaogwugwu and Ugiagbe (2008); Anerua and Obiazi (2010); enables one to overcome the problem of unemployment and business challenges by being resourceful, ingenious, innovative and enduring. To Sonaike (2006), entrepreneurship makes our youths job creators, rather than job seekers.

From the findings in research question 1, in Table 2, it was evident that the identified strategies are needed for the sustainability of small scale enterprises in Kwara State. The findings collaborate with the findings of Oriazowanlan., (2013) who identified knowledge of seasonal fluctuation of goods; ability to determine the extent to which products will sell, knowledge of advertising and ability to determine what customers need among others as very important strategies needed for sustainability of small scale businesses.

Result of research question 2 in Table 3, revealed the positive impacts accruable from sustainability of small scale enterprises in Kwara State. The finding is in line with Alade, (2001) and was supported by Igwe., (2009)., who stated that most business owners do not possess the right strategies for sustaining their businesses and



also are not aware of the positive impacts accruable from sustainability of small scale enterprises. Also these findings are in agreement with, Okoh., (2010), who pointed out that acquisition of strategies for sustainable development by managers of small scale enterprise enhance their business acumen and thereby making their businesses not fold up prematurely, thereby enjoying the positive impacts accruable from sustainability of small scale enterprises. With this, self-reliance of the masses will be reduced to the lowest level, together with various kinds of crimes/societal vices. To this effect, many people will become king makers. There will be rapid change and positive growth in the economy. Hence the country (Nigeria) will rise to the rank of one of the world's economic giants.

Hypotheses one (H_{01}) revealed that there was no significance difference between the mean responses of male and female respondents regarding the strategies needed for sustainability of small scale businesses. Hypothesis two (H_{02}), equally revealed that there was no significance difference between the mean responses of male and female respondents regarding the positive impacts accruable from sustainability of small scale enterprises.

Conclusion

From the study, a lot of strategies for sustainability of small scale enterprises have been identified. These strategies if put together would make tertiary institutions' graduates better prepared to contribute meaningfully to the success of the economy by being self-employed through the establishment of small scale businesses, and it will also ameliorate persistent collapse, of businesses among tertiary Institutions' graduates, in the present world of business. It is clear fact that small scale businesses are important for the development of the Nigeria economy, considering the present economic meltdown in Nigeria. These small businesses are liable to business failures if their owners do not have the necessary strategies needed to make them excel in the contemporary world of business. From the responses obtained in this research work, it was concluded that these strategies for sustainability of small scale businesses are needed by tertiary institutions' graduates for the management of small scale businesses in Kwara State. Therefore, stake holders at tertiary Institutions should ensure that these strategies are impacted to young ones, particularly those that just graduated from tertiary institutions, right from the inception of their various programs at tertiary Institutions, so as to equip them with necessary strategies needed to succeed in the world of business. This will go a long way in playing greater roles in business sustainability and economic development of the country.



Recommendations

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

To check the excessive crime/societal vices in our country, government should as a matter of urgency, mobilize competent entrepreneurship personnel to move round schools and communities using both formal and informal approaches to train and retrain youths and adults, literates and illiterates, to be creative, innovative, ingenious in risk taking and in business advancement.

The government and stake holders should create awareness of the identified strategies and positive impacts accruable from sustainable development of small scale businesses, and also ensure that these strategies identified are impacted/extended to entrepreneurs, particularly the young ones and those that just graduated from tertiary Institutions through trainings, conferences, seminars and workshops, before encouraging them into entrepreneurship, so as to equip them with the necessary strategies needed to sustain their businesses, thereby making them succeed in the world of business.

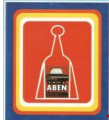
The success of every programme is adequate supply of funds. For sustainable entrepreneurship development to be achieved in Kwara state, the governments should release enough funds and materials to both the trainers and trainees to enable them apply and utilize all the relevant skills and knowledge needed for the programme.

All programs at tertiary institutions should be mandated to establish entrepreneurship study centers. The centers should be equipped with all the modern facilities which could enrich the students with practical skills needed for successful small scale business management.

Federal and State Government should provide basic facilities, equipment and material resources for the teaching/learning of entrepreneurship at tertiary Institutions to ensure effective training of tertiary Institutions' students as regards the establishment of small scale businesses among them.

Tertiary institution graduates should be grouped into teams at the beginning of their final year, with the responsibilities of developing products, markets and record the daily transactions and prepare statements of accounts at the end of the business periods and submit same to the coordinators of their entrepreneurial study centers before graduation, as this could lead them to effective management of small scale businesses on graduation.

School authorities should always organize free workshops for students of tertiary institutions which will help to inculcate the necessary entrepreneurial strategies into the students.



Government should provide loan facilities to owners of all small scale enterprises and potential tertiary institutions' graduates who are willing to invest in small scale businesses.

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APPLICATION OF NEW TECHNOLOGIES IN TEACHING BUSINESS EDUCATION COURSES AMONG STUDENTS IN TERTIARY INSTITUTIONS IN RIVERS STATE

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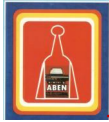
Abstract

The study was conducted to ascertain the application of new technologies in teaching Business Education courses in tertiary institutions in Rivers State. The study adopted a descriptive survey design. Three objectives, three research questions and two hypotheses guided the study. The total population of the study was 69 Business Education lecturers. The study adopted a census sampling technique; this was because the population of the study was of manageable size. A well structured questionnaire was used to gather data for the study. Data was analyzed using mean and standard deviation, while z-test statistics was used to test the hypothesis at 0.05 level of significance. The findings revealed that there are new technologies but they are rarely used by the lecturers in teaching Business Education courses in tertiary institutions in Rivers State; also Business Education studios and laboratories are not equipped with new technologies and finally, most business educators are not in tune with the use of new technologies. The researchers then recommended that: new technologies should be constantly used by business educators in teaching Business Education courses, Government should equip Business Education studios and laboratories to enable the lecturers teach with modern facilities amongst others.

Keywords: *Application, New Technology, Teaching, Business Education, Courses.*

Introduction

Business Education is a vocational programme with the aim of equipping students so that at the end they could acquire knowledge and skills that could enable them to be self-reliant. It is an aspect of human activity that serves productive purposes and meets with the needs of mankind in the current technology-driven world, be it educationally, socially or economically. In Nigeria, Business Education has been purported to serve as a platform for producing skilled business teachers, office



administrators and businessmen and women that can effectively compete in the world of work and in enterprises as employees, entrepreneurs and as employers. Nwagwu and Azih (2016) defined Business Education as a vocational programme that equips the recipients with skills, attitudes, knowledge and understanding needed for effective participation and contribution as producers and or consumers of business products. Business Education prepares individuals who will adequately participate in business activities and also equip individuals with business knowledge and skills. Similarly, Oliver (2011) defined Business Education as the sum total of the knowledge, skills and attitude that are required to successfully promote and administer business enterprises. This implies that Business Education is needed especially in this era of globalization and information and communication technology (ICT) driven age where organization are getting increasingly flexible, multi-tasking and performance base.

The rapid changes in Information and Communication Technology according to Nwogu, Udoeye and Oguejiofor (2014), has necessitated the need for Business Education programme to embrace e-learning in this new technological age in order to enable the graduates of the programme to fit in the modern office after graduation. Technology as defined by Mumford (2010); Akpomi and Ordu (2009) refers to entities both material and immaterial created by the application of mental and physical effort in order to achieve some value. In other words, technology could be seen as tools and machines that may be used to solve both real-world and educational problems.

Technology could also be referred to as the current state of humanity's knowledge of how to combine resources to produce desired products as well as to satisfy human wants which includes teaching methods, skills, processes, technologies, tools and raw materials. Kompridis in Amesi and Akpomi (2013) opined that the term technology can either be applied generally or to specific areas, for example, information technology, construction technology and medical technology. Technology is equally defined by Nwoju in Nedum-Ogbede (2016) as the application of the scientific method to solving problem in our daily life; although, in the area of Business Education, technology can be seen as the application of scientific method of solving problems regarding impartation of skills to students or learners in order for them to meet the challenging needs and demands of the society. Onyia and Offorma (2011) stated that successful adoption and usage of new technologies in Business Education is fundamental to the paradigmatic shift in both content and pedagogy that is at the heart of education reform in this 21st century. According to Ezenwafor (2012), the following new technologies will aid the teaching and learning of Business Education subjects:



Opaque projector
Multi-media projector
Broadcast materials or CD ROM
Micro-computers with software applications
Skillful keyboard
Emailing and messaging
Internet browsing using search engine
Windows, messenger, yahoo, chat room
E-banking
Computer software applications such as word processors, desktop publishers, graphics, power- point, spreadsheet.
Smart board
Mimeo boards
Teleconferencing
Video conferencing
E-book reader
Streaming videos

For tertiary institutions in Rivers State that offer Business Education programme (Rivers State University and Ignatius Ajuru University of Education) to deliver on their mandates, the quality of the training given to students should be such that can give adequate skills and information needed in the labor market, therefore, for Business Education to serve the purpose of providing the needs of the learners and the society, continuous improvement in the implementation of new technologies by the institutions offering the course in order to ensure that the quality of education is in tandem with societal demands is required.

Statement of the Problem

One of the main aim of Business Education is to produce graduates that are equipped with vocational skills and competencies required in modern offices and schools, but the relevance of Business Education in classrooms and laboratories in this regard is questionable. Nagel in Madu, Obidi and Genevive (2015) noted that irrespective of increasing widespread adoption of technologies in almost every aspect of education, significant challenges are preventing widespread affective implementation. According to Nagel, one of the challenges confronting business educators usage of new technologies is lack of sustainable professional development for business educators who are required to integrate the new technologies into classroom practices. Studies have revealed that the use of new technologies have not permeated



to a great extent in many tertiary institutions in Nigeria due to extant socio-economic and technological challenges (Sife, Lwoga and Sanya 2007). In the same vein, Amoor in Irike, Iyalla and Okereke (2017) opined that Business Education graduates find it difficult to use new technologies in a work environment due to their inadequate exposure to new technologies and other rudiments of managing modern offices. This could be attributed to student's inability to use new technologies when they were in higher institutions as undergraduates. In agreement with the above statements, Achinike (2012) posited that Business Education studios and laboratories ought to be enhanced to equip students with relevant information communication technology skills expected of its learners as according to Arekete, Ifinedo and Akinnuwesi in Isiyaku, Ayub and Abdulkadir (2015) the failure of new technology adoption in education and Business Education in particular has become an issue of great concern in Rivers State and Nigeria at large. In view of these, one would ask, are there new technologies for teaching Business Education courses? If the answer is yes, are they been used by Business Education lecturers in teaching Business Education courses? These questions amongst others warranted a study of this nature.

Research Questions

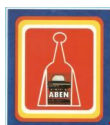
The following research questions were posed for the study:

- What are the new technologies used in teaching Business Education courses among students in tertiary institutions in Rivers State?
- How are the new technologies used by teachers in teaching Business Education courses among students in tertiary institutions in Rivers State?
- What are the challenges to the effective usage of new technologies in teaching Business Education courses among students in tertiary institutions in Rivers State?

Hypotheses

The following hypotheses were formulated and tested at 0.05 level of significance:

- There is no significant difference in the mean responses of Rivers State University lecturers and Ignatius Ajuru University of Education lecturers on the new technologies used in teaching Business Education courses among students in tertiary institutions in Rivers State.
- There is no significant difference in the mean responses of Rivers State University lecturers and Ignatius Ajuru University of Education lecturers on the usage of new technologies by lecturers in teaching Business Education courses among students in tertiary institutions in Rivers State.



Methods

The study was carried out in tertiary institutions in Rivers State offering Business Education at degree levels. (Rivers State University and Ignatius Ajuru University of Education). The study adopted a descriptive survey design. The population of the study was a total of 69 Business Education lecturers comprising RSU 12 and IAUE. The study adopted a census sampling technique because the population was of manageable size. The instrument for data collection was a structured questionnaire titled "Application of New Technologies in Teaching Business Education Courses in Tertiary Institutions in Rivers State". The questionnaire was partitioned into two sections. Section A was for demographic information while section B was to elicit information from the respondents regarding the questions posed and structured in the pattern of four point rating scale of Strongly Agreed (4), Agreed (3), Disagreed (2), and Strongly Disagreed (1). The instrument was face and content validated by three experts. The reliability of the instrument was established using Person Product Moment Correlation method. The reliability coefficient (r) achieved was 0.82. Mean and standard deviation were used to answer the research questions while z-test was used to test the hypotheses at 0.05 level of significance with a criterion mean of 2.50 and above as accepted or 2.49 below as rejected. Also, the decision rule for the hypotheses was that any hypotheses with z-calculated value less than the z-critical value of 2.00 was accepted and if greater than the z-critical value it was rejected. The 00 z-test table according to Obodoeze (1996) was for 0.05 level of significance.

Results

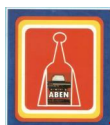
The results are presented as follows:

Research Question 1

What are the new technologies used in teaching Business Education courses in tertiary institutions in Rivers State?

Table 1: Mean Responses of Rivers State University Lecturers and Ignatius Ajuru University of Education Lecturers on the New Technology Used in Teaching Business Education Courses in Tertiary Institutions in Rivers State

S/N	The following are the new technologies used in teaching Business Education courses	RSU			IAUE		
		X	SD	Remark	X	SD	Remark
1	Smart board	3.61	0.75	Agreed	3.53	0.62	Agreed
2	Mimeo boards	3.59	0.81	Agreed	3.49	0.84	Agreed
3	Teleconferencing	3.54	0.85	Agreed	3.50	0.67	Agreed
4	Video conferencing	3.65	0.76	Agreed	3.54	0.76	Agreed
5	E-book reader	3.67	0.74	Agreed	3.56	0.79	Agreed
6	Streaming videos	3.73	0.85	Agreed	2.88	0.63	Agreed



7	Opaque projector	2.91	1.07	Agreed	3.13	0.81	Agreed
8	Skilful keyboard	3.32	0.71	Agreed	3.23	0.65	Agreed
9	Emailing and messaging	2.84	1.01	Agreed	2.94	1.10	Agreed
10	Internet browsing using search engine	2.92	1.09	Agreed	2.97	1.02	Agreed
11	E-banking	2.95	1.66	Agreed	2.93	1.09	Agreed
12	Multi-media projector	3.53	0.62	Agreed	3.07	1.03	Agreed
13	Broadcast material or CD ROM	3.02	1.05	Agreed	2.99	0.98	Agreed
14	Microsoft computers with software applications	2.82	0.95	Agreed	2.74	1.11	Agreed
Grand Mean		3.29	0.92	Agreed	3.17	0.86	Agreed

Source: Field Survey, 2019

Table 1 shows the grand mean scores of 3.29 and 3.17 for RSU and IAUE lecturers on the new technologies used in teaching Business Education courses in tertiary institutions in Rivers State and standard deviation of 0.92 and 0.86 respectively. Based on the 14 items listed, the respondents agreed that all the items listed were new technologies used in teaching Business Education courses in tertiary institutions in Rivers State.

Research Question 2

How are the new technologies used by lecturers in teaching Business Education courses in tertiary institutions in Rivers State?

Table 2: Mean Responses of Rivers State University Lecturers and Ignatius Ajuru University of Education Lecturers on How the New Technologies are Used by Lecturers in Teaching Business Education Courses in Tertiary Institutions in Rivers State.

S/N	The following are the new technologies used in teaching Business Education courses	RSU			IAUE		
		X	SD	Remark	X	SD	Remark
15	Smart board	2.00	0.49	Reject	2.10	0.25	Reject
16	Mimeo boards	1.80	0.85	Reject	2.40	0.04	Reject
17	Teleconferencing	1.50	0.95	Reject	1.25	1.06	Reject
18	Video conferencing	2.46	1.13	Reject	2.05	0.76	Reject
19	E-book reader	2.49	1.06	Reject	2.49	1.08	Reject
20	Streaming videos	2.47	1.03	Reject	2.43	0.98	Reject
21	Opaque projector	2.45	0.61	Reject	2.23	0.94	Reject
22	Skillful keyboard	2.31	1.05	Reject	2.02	1.08	Reject
23	Emailing and messaging	2.25	1.04	Reject	2.23	1.02	Reject
24	Internet browsing using search engine	2.19	1.12	Reject	1.99	0.95	Reject
25	E-banking	2.00	0.52	Reject	1.50	0.95	Reject
Grand Mean		2.17	0.89	Reject	2.06	0.82	Reject

Source: Field Survey, 2019

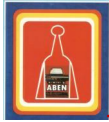


Table 2 reveals the grand mean scores of 2.17 and 2.06 for RSU and IAUE lecturers on the new technologies been used by lecturers in teaching Business Education courses in tertiary institutions in Rivers State and standard deviation of 0.89 and 0.82 respectively. From the findings, all the respondents disagreed that the items listed above are being used by lecturers in teaching Business Education courses in tertiary institutions in Rivers State.

Research Question 3

What are the challenges to the effective usage of new technologies in the teaching of Business Education courses in tertiary institutions in Rivers State.

Table 3: Mean Responses of Rivers State University Lecturers and Ignatius Ajuru University of Education Lecturers on the Challenges to the Effective Usage of New Technologies in the Teaching of Business Education Courses in Tertiary Institutions in Rivers State.

S/N	The following are the challenges to the effective usage of new technologies in teaching Business Education courses	X	RSU SD	Remark	X	IAUE SD	Remark
26	Lack of space	3.53	0.62	Accept	3.49	0.84	Accept
27	Unavailability of power supply	3.61	0.75	Accept	3.59	0.81	Accept
28	Dearth of machine/equipment	2.88	0.63	Accept	3.63	0.59	Accept
29	Lack of maintenance	3.07	1.03	Accept	2.98	1.02	Accept
30	Inadequate training opportunities for business educators	3.24	0.96	Accept	2.92	1.07	Accept
31	Inability of business educators to utilize available devices	2.74	1.11	Accept	3.05	0.95	Accept
32	Lack of professional development for business educators	3.23	0.84	Accept	3.31	0.87	Accept
Grand Mean		3.18	0.84	Accept	3.28	0.87	Accept

Source: Field Survey, 2019

In Table 3, the grand mean scores of RSU and IAUE lecturers were 3.18 and 3.28 with a standard deviation of 0.84 and 0.87 respectively. Based on the 7 items listed, the respondents agreed that lack of space, unavailability of power supply, lack of maintenance amongst others were some of the challenges to the effective usage of new technologies in the teaching of Business Education courses in tertiary institutions in Rivers State.

Hypotheses

The hypotheses for the study were tested according to each hypothesis formulated as thus:

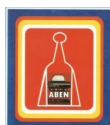


Table 4: Z-test of Difference Between RSU Lecturers and IAUE Lecturers on the New Technologies Used in Teaching Business Education Courses in Tertiary Institutions in Rivers State.

Group	N	SD	NDF	Std	Z-cal	error	Decision
RSU Lecturers	3.28	0.92	12	67	0.28	0.43	2.00
IAUE Lecturers	3.17	0.86	57				Significant (Accepted)

Source: *Field Survey, 2019.*

Table 3 revealed that there is no significant difference in the mean responses between RSU Lecturers and IAUE Lecturers on the new technologies used in teaching Business Education courses among students in tertiary institutions on Rivers State. the calculated z-value of 0.18 is less than the z-critical of 1.67 at 0.05 level of significance leading to the acceptance of the hypothesis.

Table 5: Z-test of Difference Between RSU Lecturers and IAUE Lecturers on the Usage of New Technologies by Lecturers in Teaching Business Education Courses in Tertiary Institutions in Rivers State.

Group	N	SD	NDF	Std	Z-cal	error	Decision
RSU Lecturers	2.17	0.89	12	67	0.26	0.61	2.00
IAUE Lecturers	2.06	0.82	57				Significant (Accepted)

Source: *Field Survey, 2019.*

Table 4 reveals that there is no significant difference in the mean responses between RSU lecturers and IAUE lecturers on the usage of new technologies by lecturers in teaching Business Education courses among students in tertiary institutions in Rivers State. The calculated Z value of 1.86 is less than the Z critical of 1.96 at 0.05 level of significance leading to the acceptance of the hypothesis.

Discussion of Findings

Based on the result obtained in research question one, it was revealed that there were new technologies in teaching Business Education courses in tertiary institutions in Rivers State. the findings is in agreement with Ezenwafor (2012) who in his study titled “ Adequacy of exposure to information and communication technology by graduating Business Education students of tertiary institutions in Anambra State” listed opaque projector, skillful keyboard, emailing and messaging amongst others as new technologies for teaching Business Education courses. The researcher in agreeing with Ezenwafor asserted that new technologies will improve teaching and



learning in our tertiary institutions. Results on hypothesis one indicates that there is no significant difference in the mean responses between RSU lecturers and IAUE lecturers on the new technologies used in teaching Business Education courses among students in tertiary institutions.

The findings in research question two revealed that the new technologies are not been used by lecturers in teaching Business Education courses in tertiary institutions in Rivers State. the findings aligns with that of Sife, Lwoga and Sanya (2007) who reported that studies revealed that the new technologies have not permeated to a great extent in many tertiary institutions in Nigeria due to extant socio-economic and technological challenges. In line with that, Offorma (2011) stated that the successful adoption and usage of new technologies in Business Education is fundamental to the paradigmatic shift in both content and pedagogy that is at the heart of education reform in this 21st century. Agreeing with Sife, Lwonga and Sanya, and Offorma, the researchers viewed that the usage of new technologies by lecturers will no doubt boost teaching and learning in this 21st century as well as motivate students to be technology-driven.

The findings in research question 3 revealed that there were challenges to the effective usage of new technologies in the teaching of Business Education courses in tertiary institutions in Rivers State. The findings is in agreement with that of Amoor in Orike, Iyalla and Okereke (2017) who noted that Business Education graduates find it difficult to use new technologies in a work environment due to their inadequate exposure to new technologies and other rudiments of managing modern offices. In agreement with Amoor in Orike, Iyalla and Okereke, Achilike (2012) posited that Business Education studios and laboratories should be enhanced to equip students with relevant information communication technology skills expected of its learners. Agreeing with Amoor in Orike, Iyalla and Okereke, and Achilike, the researchers viewed that provision and maintenance of equipments, ability of business educators to utilize available devices and professional development of business educators will improve the effective usage of new technologies in teaching Business Education courses in tertiary institutions in Rivers State.

Conclusion

From the findings, it was deduced that: there are new technologies but they are rarely used in teaching Business Education courses in tertiary institutions in Rivers State. Business Education studios and laboratories are not equipped with new technologies, finally, most business educators are not in tune with the use of new



technologies. The implications gathered from the study was that new technologies found in teaching Business Education courses need to be adequately improved and effectively utilized for the teaching of Business Education courses; also, lecturers need to be exposed to new technologies for adequate teaching of Business Education courses.

Recommendations

From the findings, the following recommendations were made:

New technologies such as smart board, mimeo board, teleconferencing, video conferencing amongst others should be used by Business Education lecturers in teaching Business Education courses as variation in teaching methods sustain students' interest in the course and enhance understanding.

There should be periodic training and re-training of lecturers to enable them adapt to the usage of new technologies

There should be adequate provision of physical infrastructure and other instructional materials by the stakeholders in Business Education to support the use of new technologies in the teaching of Business Education courses.

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AN INVESTIGATION INTO INTERNET USAGE IN TEACHING AMONG BUSINESS STUDIES TEACHERS IN JUNIOR SECONDARY SCHOOLS IN ONDO EDUCATION ZONE

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Abstract

The purpose of this study was to investigate internet usage in teaching among business studies teachers in secondary schools in Ondo Education Zone of Ondo State. Six research questions guided the study. Two null hypotheses were tested at 0.05 level of significance. A descriptive survey research design was adopted. Eighty two (82) business studies teachers were used as respondents for the study. Questionnaire was the instrument used for data collection. The instrument was validated by experts. Test retest measurement technique was used to determine the reliability of the instrument and its reliability coefficient was 0.94 using Pearson Product Moment Correlation. Mean and standard deviation were used for the analysis of the research questions while t-test was used to test the hypothesis at 0.05 level of significance. The findings of the study revealed that business studies teachers in secondary schools in Ondo education zone are computer literate and use the internet in teaching. Erratic power supply, non availability of internet facility in the school, poor internet connectivity and poor economic situation were the major challenges faced in the use of internet in teaching. The hypotheses tested revealed significant difference in the mean ratings of male and female junior secondary schools business studies teachers on internet usage in teaching and in the mean ratings of private and public junior secondary schools business studies teachers on internet usage in teaching. It was therefore recommended that efforts should be made to train business studies teachers on how to effectively use the computer and the internet in the teaching and learning processes. Government should improve funding for computer and internet services to schools.

Keywords: Internet, Teaching, Business Studies, Secondary Schools

Introduction

It is universally acknowledged that Information and Communication Technology (ICT) is growing at a rapid pace with emerging technologies continuing to develop.

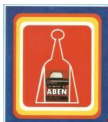


The emergence of technologies has brought about revolution in all facets of human endeavour. ICTs can be grouped into three categories such as information technology using computers, telecommunication technology (telephone, radio and television) and networking technologies (internet) (Bessant, 2009; Igbiniedion & Edeh, 2014).

The internet is a global collection of many computers and computer networks that are linked together. It enables individual's organization, companies, libraries and government to share information across the world. The Internet which is an integral aspect of the Information and Communication Technology (ICT) has provided a rich global resource and collaborative environment for dissemination of knowledge and information. It is becoming an indispensable tool for quality teaching and learning in an academic setting. Its impact on education has been massive, thereby engendering such terms like e-teaching, e-learning, virtual teaching/learning, e-training, and so forth, all developed around internet application in the field of education.

According to Agomuo (2005), the Internet, sometimes called simply "the net" is a world-wide system of computer networks a network of networks in which users at one computer can, if they have permission, get information from any other computer (and sometimes talk directly to the users at other computers). The internet is at once a world-wide broadcasting capability, a mechanism for information dissemination, and a medium for collaboration and interaction between individuals and their computers without regard for geographic location. In Africa and Nigeria in particular, teachers and students occupy the forefront when it comes to using the internet and studying internet use among teachers particularly business studies teachers can yield insight into the future online trends.

The internet holds great potentials in education. It can innovate the school/education system and make it more productive and efficient. In teaching, first, the Internet can be used to stimulate learners to learn actively and independently in a self directed way and/or in collaboration with others. Second, teaching/learning materials (syllabi, course outline, lecture notes, seminars, among others.) can be provided for students on-line. Third, it encourages the democratization of education, that is, access to education by all. Every learner (able/disabled, adult/young, employed, and so on.) has access to education, anywhere (home, school, offices, and so on), any time (24 hours/day and seven day/week). Easy communication between teacher-student and student-student on teaching content is also possible. Furthermore, Go, Kirschner and Woperies in Igbiniedion and Edeh (2014) stated that instructional



content can be gotten by a teacher through the internet and it provides opportunities for sophisticated repertoire of teaching strategies. The relevance for teaching are not exhaustive but a teacher's ability will determine how efficiently the internet can be exploited to enhance teaching.

Secondary education is the education children receive after primary education and before the tertiary stage. The broad goals of secondary education is to prepare the individual for; useful living within the society; and higher education (Federal Republic of Nigeria, FRN, 2013). It is divided into senior and junior secondary schools (SSS and JSS). Junior secondary school is the first stage of secondary education which has three years duration. The junior secondary education is the level of school where pupils who have completed six years of primary education are admitted to continue their education and where the introductory aspects of most subjects are taught. The JSS curriculum is generally grouped into three namely core subjects, prevocational electives and non-prevocational electives (FRN, 2013). The prevocational electives include Music, Local Crafts, Computer Education and Business Studies.

Business Studies consists of learning activities in relation to shorthand, commerce, keyboarding, office practice, book keeping and computer education (Ehimetalor, Osu-Nwufo, Makeri-Yahaya & Oladunjoye, 2009). Business studies in the context of this study is a subject at the junior secondary school to enable students acquire basic skills in office practice, shorthand, commerce, book keeping, keyboarding and computer education. The junior secondary school business studies curriculum of Federal Ministry of Education (2007) has the followings at its objectives:

- To provide basic business skills for personal use now and in the future.
- To prepare students for further training in business studies.
- To relate the knowledge and skills to national economy.
- To develop basic skills in office practice.
- To provide the orientation and basic skills with which to start an occupation for those who may not have the opportunity to further their training beyond junior secondary school.

Teaching in the view of Filani (2010) is a systematic process of imparting desirable knowledge, values, attitude and skills to the learner. Teaching involves a series of activities geared towards helping students “learn how to learn”. Effective teaching is a systematic, rational and organized process of translating knowledge, skills, attitude



and values in accordance with certain professional principles. From the above definitions, it can be seen that teaching involves a teacher, learner(s), learning/teaching materials, learning activities and effective communication between teacher and learner. The goal of teaching is to bring about desired learning in the students. Teaching in the present times has gone beyond the traditional classroom settings and becomes technological. Hence, it is expected that business studies teachers should adjust to the use of internet in teaching their subjects. The internet can help the business studies teachers to prepare their students for two of the major fields of endeavour known to mankind, the teaching profession and the business world.

Statement of the Problem

The importance of networking technologies (internet) in all facets of human endeavour can not be over emphasized. In educational institutions, it has increasingly become a valuable asset in teaching and learning. Its role in information handling, packaging, storing, retrieval and dissemination is at the root of any meaningful academic enterprise all over the world, particularly in the west. In these countries, the internet has transformed the conduct of research and teaching in academic institutions by allowing teachers a wide range of opportunities for accessing accurate and timely information among others. The internet and its technology continue to have a profound effect in promoting the sharing of information especially in academic world.

Despite the benefits of the internet, a cursory look at secondary schools in Nigeria shows that teaching is still being heavily done on reliance on textbooks and conventional methods of teaching. Students are therefore not exposed to recent mind probing information. Such information will challenge students to be more risk taking and develop intellectually. The outcome of conventional textbook dependence may have led to the continued poor performance of students in external examinations. In view of its immense benefits, any teacher that relegates the use of the internet to the background is bound to be irrelevant in this era of global digital transformation. It becomes imperative to determine if business studies teachers in secondary schools use the internet in assisting teaching.

Research Questions

The following questions guided the study:

What is the level of computer literacy of business studies teachers in junior secondary schools?



What is the extent to which business studies teachers in junior secondary schools access and use the internet?

What are the reasons for which business studies teachers in junior secondary schools use the internet?

What is the influence of the internet on their teaching?

What are the challenges faced in the use of internet in teaching?

Hypotheses

The following null hypotheses were tested for the purpose of the study.

There is no significant difference in the mean rating of male and female junior secondary schools business studies teachers on internet usage in teaching in Ondo Education Zone.

There is no significant difference in the mean rating of private and public junior secondary schools business studies teachers on internet usage in teaching in Ondo Education Zone.

Methods

The descriptive survey research design was adopted for the study. The population of the study consisted of all the 82 business studies teachers in junior secondary schools in Ondo Education Zone of Ondo State. There was no sampling since the population size was manageable. A structured questionnaire titled "Investigation into Internet Usage in Teaching among Business Studies Teachers (IIUTBST)" was the instrument for data collection. The instrument was structured on a 4 point rating scale of Strongly Agree, Agree, Disagree, Strongly Disagree; Very Often, Often, Rarely, Not at all with assigned weighted values of 4, 3, 2 and 1 respectively. The instrument was validated by experts in the Faculty of Education, University of Benin. Test retest measurement technique was used to determine the reliability of the instrument and reliability coefficient of 0.94 was obtained using Pearson Product Moment Correlation. Mean rating was used to analyze data related to the research questions. A criterion mean of 2.50 was used while t-test statistic was used to test the hypothesis at 0.05 level of significance.

Results

Research Question 1

What is level of computer literacy of business studies teachers in junior secondary schools?

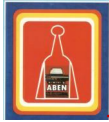


Table 1: Respondents Mean Rating on the level of Computer Literacy of Business Studies Teachers in Junior Secondary Schools

S/N	Items	Mean	SD	Remark
1.	I have adequate knowledge and skills in the operation of computer.	3.86	0.74	Agree
2.	I have adequate knowledge of e-learning.	2.69	0.63	Agree
3.	I found it difficult to use search engines for internet browsing.	1.30	0.78	Disagree
4.	My knowledge of internet use is adequate enough to teach students.	2.74	0.81	Agree
5.	I cannot adequately use email to deliver notes.	1.62	0.870	Disagree

Source: Field Survey, 2019

The data presented in Table 1 show that the mean of three items are greater than the mean of 2.50 while the mean of two items are less than 2.50. The result showed that Business studies teachers in junior secondary schools in Ondo Education Zone have adequate knowledge and skills in the operation of computer that are necessary for internet use.

Research Question 2

What is the extent to which business studies teachers in junior secondary schools use the internet?

Table 2: Respondents' Mean Rating of the Extent to which Business Studies Teachers in Junior Secondary Schools Use the Internet in Teaching

S/N	Items	Mean	SD	Remark
1.	I often use internet in teaching.	2.30	0.87	Rarely
2.	I often have access to internet services.	2.44	0.81	Rarely
3.	I often give assignment to students that will require browsing on the internet.	1.85	0.76	Rarely

Source: Field Survey, 2019

The data presented in Table 2 show that the mean of each of the three items is less than 2.50. The result shows that business studies teachers in junior secondary schools in Ondo Education Zone rarely have access to internet services, therefore they rarely use it in teaching and giving assignment to students that will require browsing on the internet.

Research Question 3

What are the reasons for which business studies teachers in junior secondary schools use the internet?

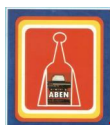


Table 3: Respondents' Mean Rating on the Reasons for which Business Studies Teachers in Junior Secondary Schools Use the Internet

S/N	Items	Mean	SD	Remark
1.	I use internet mainly for teaching.	1.89	0.64	Disagree
2.	I use internet for communication.	3.35	0.86	Agree
3.	I use internet to carryout research	3.27	0.69	Agree
4.	I use internet for entertainment.	2.57	0.78	Disagree
5.	I use internet because it provides adequate information.	3.58	0.65	Agree

Source: Field Survey, 2019

The data presented in Table 3 show that the mean for item 1 is below 2.50 while the mean of each of the other four items is above 2.50. The result shows that business studies teachers use internet for communication, research, entertainment and sourcing for information but they do not use internet for teaching.

Research Question 4

What is the influence of the internet on their teaching?

Table 4: Respondents' Mean Rating of the Influence of the Internet on Teaching

S/N	Items	Mean	SD	Remark
1.	Improves lesson plans.	2.62	0.87	Agree
2.	Improves professional competence in teaching.	3.23	0.77	Agree
3.	Increases knowledge.	3.51	0.59	Agree
4.	Facilitates class discussion.	2.94	0.71	Agree
5.	Expedites the research process.	3.18	0.49	Agree
6.	Use of conventional document decreased.	2.91	0.98	Agree
7.	Use of conventional teaching method decreased.	2.77	0.83	Agree
8.	Facilitates collaboration.	3.09	0.71	Agree

Source: Field Survey, 2019

The data presented in Table 4 show that the mean of each of the eight items is greater than 2.50. The result shows that internet has influence on the teaching of business studies teachers in junior secondary schools in Ondo Education Zone. The influence of internet on teaching is above average.

Research Question 5

What are the challenges faced in the use of internet in teaching?

Table 5: Respondents' Mean Rating of the Challenges Faced in the Use of Internet in Teaching



S/N	Items	Mean	SD	Remark
1.	Non-availability of internet facility in the school.	3.30	0.98	Agree
2.	Poor internet connectivity.	3.21	0.78	Agree
3.	Erratic power supply.	3.31	0.86	Agree
4.	Poor attitude of teachers towards internet usage.	2.43	0.82	Disagree
5.	Poor economic situation.	2.79	0.74	Agree
6.	Misinformation on the internet.	2.28	0.91	Disagree

Source: Field Survey, 2019.

The data presented in Table 5 show that the mean of four items were above 2.50 while the mean of two items were below 2.50. The result showed that non-availability of internet facility in the school, poor internet connectivity, erratic power supply and poor economic situation were the challenges faced in the use of internet in teaching among business studies teachers in junior secondary schools in Ondo Education Zone and disagree with poor attitude of teachers and misinformation on the internet as challenges faced in the use of internet.

Test of Hypotheses

The two formulated null hypotheses were tested at 0.05 level of significance using t-test and the results are presented.

Hypothesis 1: There is no significant difference in the mean rating of male and female junior secondary schools business studies teachers on internet usage in teaching.

Table 6: *T-test Summary of Significant Difference in the Mean Rating of Male and Female Junior Secondary Schools Business Studies Teachers on Internet Usage in Teaching.*

Variables	N	Mean	SD	Df	t-cal	t-table	Decision
Male	32	14.61	2.97	80	-6.374	1.96	Significant
Female	50	10.62	2.52				

The data in Table 6 show that t-cal (-6.374) is greater than t-table () at 0.05 level of significance. Therefore, the null hypothesis which states that “there is no significant difference in the mean rating of male and female junior secondary schools business studies teachers on internet usage in teaching.” is rejected. The mean score of the male business studies teachers (14.61) is higher than mean score of the female business studies teachers (10.62) establishing that male business studies teachers use internet more than their female counterpart.



Hypothesis 2: There is no significant difference in the mean rating of private and public junior secondary schools business studies teachers on internet usage in teaching.

Table 7: *T-test Summary of Significant Difference in the Mean Rating of Public and Private Junior Secondary Schools Business Studies Teachers on Internet Usage in Teaching.*

Variables	N	Mean	SD	Df	t-cal	t-table	Decision
Private	29	7.26	2.087	80	-6.986	1.96	Significant
Public	53	4.83	1.365				

The data in Table 7 show that t-cal (-6.986) is greater than t-table (at 0.05 level of significance). Therefore the null hypothesis which states that “there is no significant difference in the mean rating of private and public junior secondary schools business studies teachers on internet usage in teaching” is rejected. The mean score of the business studies teachers in private schools (7.26) is greater than the mean score of public schools (4.83) establishing that business studies teachers in private schools use the internet more than their counterparts in public schools.

Discussion of Findings

The findings of the study showed that business studies teachers in junior secondary schools in Ondo Education Zone of Ondo State have adequate knowledge and skills in the operation of computer and e-learning. The result revealed that business studies teachers in junior secondary schools are computer literate. The findings agreed with Igbinedion and Edeh (2014) who reported that business studies teachers possess the knowledge of computer that are necessary for internet use.

The findings of the study showed that business studies teachers in junior secondary schools in Ondo Education Zone of Ondo State rarely have access to internet services, therefore rarely use it in teaching and giving assignments to students. The finding agreed with Joel-Ikokoh (2009) and Igbinedion and Edeh (2014) who identified lack of internet access as one of the constraints in its use for teaching and learning.

The findings of the study showed that internet is not mainly used for teaching by business studies teachers in junior secondary schools in Ondo Education Zone of Ondo State but used internet for communication, research, entertainment and sourcing for information. The findings agreed with Odunlade (2008) who reported that majority of internet users use it for communication, entertainment, research and searching for adequate and current information.



The results of the study revealed that the respondents agreed that internet has influence on the teaching of business studies teachers in junior secondary schools in Ondo Education Zone of Ondo State. It showed that the teachers perceive that the internet improves lesson plans, improves professional competence in teaching, increases knowledge, facilitates class discussion, expedites the research process, use of conventional document/teaching method decreased and facilitates collaboration. The findings agreed with Adetimirin (2009), Igbinedion and Edeh (2014) and Owolabi and Agboola (2010) who reported that internet has influence on teaching and learning.

The findings showed that erratic power supply, non-availability of internet facility in the school, poor internet connectivity and poor economic situation were agreed to be the major challenges faced in the use of internet and disagreed with poor attitudes of teachers and misinformation on the internet as challenges faced in the use of internet. The findings agreed with Adetimirin (2009), Igbinedion and Edeh (2014) and Owolabi and Agboola (2010) who reported that challenges to internet usage include inadequate computers, lack of internet facilities in schools, poor power supply and so on.

Conclusion

Based on the findings of this study, it is concluded that most business studies teachers in junior secondary schools in Ondo Education Zone of Ondo State possess the knowledge of computer that are necessary for internet use, know the purposes to which the internet can be deployed including teaching, but rarely use the internet in the teaching and learning process due to some constraints and challenges discussed. Therefore, it is imperative for business studies teachers to use the internet in the teaching and learning process to improve professional competence, facilitate class discussion and collaboration among other usefulness.

Recommendations

Consequent upon the findings of the study, the following recommendations are made:

Academic workshops should be planned for business studies teachers from time to time where they are given basic and practical training on how to effectively use the computer and the internet for teaching.

The government and proprietors should improve funding in order to provide computer and internet services to the schools so that teachers can have access and use the internet..

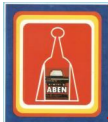


The business studies teachers should allocate quality time for practical sessions on the computer and internet to ensure that the students have adequate hands-on experience while in school.

Power supply should be improved in the country by the government so as to ensure constant power supply for internet and other services.

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EFFECT OF SOCIAL MEDIA ON THE ACADEMIC PERFORMANCE OF OFFICE TECHNOLOGY AND MANAGEMENT STUDENTS OF KADUNA POLYTECHNIC, NIGERIA

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Abstract

Social media use has become a phenomenon of the current generation. With the advent of the internet in the 1990s, social networking sites (SNSs) came into being. Social media usage has since increased rapidly worldwide. Despite the unhealthy impact of social media, it is also a pathway to develop vital knowledge and social skills among students. This study aims to shed light on the social media effect on the academic performance of students. A survey was conducted using a modified four point scale. A 19 item questionnaire titled "Social Media and Academic Performance of Students Questionnaire (SMAPOSQ)" was used to collect data from the participants. Using Gracjie and Morgan (1970) sample table, a sample of 210 was drawn from the 465 population from regular ND1, ND2, HND1 and HND2 students of the Department of Office Technology and Management in College of Business and Management Studies of Kaduna Polytechnic. Out of the 210 questionnaires administered, 182 were retrieved and 180 were analyzed using the SPSS. The hypotheses was tested using the t.test while frequencies, percentages, standard deviation and mean scores were used to analyze the research questions. The results revealed that social media does not always affect students academic performance negatively but positively. It was recommended among others that seminars should be organized by either College Directors or by head of departments to enlighten students on the possible implications of excessive use of social media and their effect on academic performance, Lecturers/instructors should channel assignments or discussions on social media platforms to help inculcate the habit of using these sites for academic work, and students should not allow social media become a source of distraction by self-talking themselves into cutting down the time spent using it.

Keywords: Social media, academic, performance, OTM

Introduction

In the last few decades, technological growth has brought about tremendous changes in global communication. With the advent of the internet in the 1990s, social networking sites (SNSs) emerged. Social media usage has since increased rapidly



can have an effect on students' study habits and academic performance depending on how students use it and how long they engage on it.

The results of previous research is not conclusive, with some studies suggesting a negative impact for social media, and others suggesting promising opportunities for engagement. In a study conducted by Adebisi, Akinbode, Okuboyejo, Agboola and Oni (2015) on the role of attention deficit, predictors of behavior and academic competence in understanding the relationship between online social networking and students' academic performance among Covenant University undergraduates students, it was discovered that the prevalence and continuous engagement of online social networking services by the students' population group continued to be on the increase, thereby impacting negatively on their academic performance.

In similar vein, Asemah, Okpanachi, and Edegoh (2013), conducted a research titled "influence of social media on academic performance among undergraduate students of Kogi State University Anyigba Nigeria." They concluded that the exposure to social media by undergraduate students of the University is high and this has negative effect on their performance. On the other hand, there are other adults and many professionals, including teachers and school faculty, who encourage the use of social networking sites like Facebook because they allow students to connect with one another and discuss school related issues (Alexander and Salas, 2008). They further said that students can form online communities in order to plan for a project, have group discussions about class material, or use the SNS as a way to keep in contact when a student has been absent and needs to be updated on current academic information.

Academic excellence or achievement plays an important role in an individual placement either in the academic institutions or job placement. The pursuit of academic excellence is a global phenomenon. Due to this, many people are concerned with the ways they can enhance academic achievement. This has encouraged many studies about the conditions affecting it. Majority of youths are shifting speedily from electronic media like television viewers and radio listeners to the social media. This craze of social media has led to a host of question regarding its impact on society in general and on youth in particular. While many might be quick to blame the prevalent poor academic performance on other factors including the poor quality of teachers, it may be good if we shift our attention to the use of social media as a major factor (Oche & Aminu, 2010 in Osharive, 2015). Academic advancement is the primary goal of the higher education experience. If this is achieved or not as a result of social media usage, then there is need for further study on this important issue. The study therefore, investigates the effect of social media on the academic performance of Office Technology and Management students in Kaduna Polytechnic.

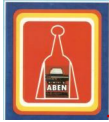


and has become an international trend which has spread its tentacles to almost every corner of the world, cutting across all ages and social strata. Social networking sites have become popular among students as a result (Hasnain, Nasreen, and Ijaz, 2015). There is a major concern among stakeholders that one of the major challenges in Nigeria is the declining quality of education which could be linked with the usage of social media among other factors.

According to Talaue, AlSaad, AlRushaidan, AlHugail, and AlFahhad (2018) social media are online technology platforms that help to connect people together far and near. It is net based technology which uses both web and mobile technology and allows every user to manipulate a complete communication through their digital gadgets (El Khatib, and Khan, 2017). The appearance of social networking sites such as Twitter, Yahoo Messenger, Facebook Messenger, Blackberry Messenger (BBM), WhatsApp messenger, 2go messenger, Skype, Google talk, Google Messenger, iPhone, Androids, has divided our world into online and offline. Social media is used to build relationship among people. With their help, people can communicate with each other, even on different continents, listen to music, read books, look at photos and much more.

The main purpose of social media, according to Alsaif (2016), is to give access to its clients and users. They can have conversation with individuals and construct social relations on the web. They can likewise share their contemplations and individual data on social media including everyday happenings, suppositions, pictures, recordings and web-links. Also, individuals can promote their business and individual aptitudes. The capacity of online networking to spread valuable data quickly has made it the quickest developing method of association. Social media networking has changed numerous businesses; however the most striking impact of it is in the classrooms and the overall education system. Tinto (1997) in Osharive (2015) agreed that social networks are beneficial for the students as it contributes in their learning experiences as well as in their academic life.

However, Olubiyi (2012) noted that these days' students are so engrossed in the social media that they are almost 24 hours online. Even in classrooms and lecture theaters, it has been observed that some students are always busy pinging, 2going or face booking, while lectures are on. Times that ought to be channeled towards learning, academic research and innovating have been crushed by the passion for meeting new friends online and most times busy discussing trivial issues. Hence, most students' academics suffer setback as a result of distraction from the social media. Students engage in social networking because of the feeling of enjoyment they derive from it. They go online to know the latest updates on their friends' status, to upload photos, or even to find someone to understand them. Diligent Students allot their free time to doing research assignments and other school work. Internet and textbooks have equal footing as information sources. The use of social networking



Statement of the Problem

Even though the advent of social media has brought in a lot of opportunities for academic excellence, it is clear that the academic performance of students is facing a lot of neglect and challenges. It is observed that students devote their time and give more attention to social media than they do their studies. Instead of students reading their books, they spend their time chatting and making friends on the social media. It is a common sight to see a student engrossed with their phones chatting in lecture halls and even in places like church or mosque. Some are so carried away that even as they walk along the road, their eyes are glued to their phones probably chatting on the social media. The failure rate among students today can be linked to the indiscriminate use of the social media. These facts have not been empirically ascertained, hence, the need for this study. This paper is important as it may assist in promoting awareness of factors preventing good academic performance.

Research Questions

What are the types of social media used by students?

What are the effect of social media on the academic performance of OTM students?

Hypothesis

H₀₁ There is no significant difference on the effect of social media on academic performance of ND and HND students of OTM.

Methods

Data was collected using the questionnaire. According to Bakar (2001) in Mensah and Nizam (2016) using questionnaires to acquire primary data is suitable for researches that are based on experiment, observation and survey. Hence, the survey research design will be used for the study since it can supply data on attitude, feelings, beliefs and envisioned behavior. Questionnaires will be appropriate for this research since it can elicit the actual response from the target respondents. A 19 item questionnaire titled "Social Media and Academic Performance of Students Questionnaire" (SMAPOSQ) was developed by the researchers. It contained four (4) sections. Section A, illicit response on demographic details of respondents; Section B sought for responses on the types of social media used by students, section C sought for response on the positive effect of social media and section D looked into the negative effect of social media on students' academic performance. The instrument was based on a four point scale of strongly agreed (4point), agreed (3point), disagreed (2point) and strongly disagreed with (1point). Decision rule was



2.5. The instrument was subjected to both face and content validity by two experts, from OTM and one from Cooperative Department. It was also trial tested using evening program HNDI and HNDII students. These groups of students did not form part of the study since the study used only the regular program students. Correlation coefficient of 0.92 showed the reliability of the instrument.

Using Krejcie and Morgan (1970) sample size table, a sample of 210 was drawn from the 465 population of regular ND1, ND2, HND1 and HND2 students of the Department of Office Technology and Management in College of Business and Management Studies of Kaduna Polytechnic. Out of the 210 questionnaires administered, 182 were retrieved and 180 were analyzed using the SPSS. t.test was used to analyze the hypotheses while frequencies, percentages, standard deviation and mean scores were used to analyze the research questions.

Results

Research Question 1

What are the types of social media used by OTM students?

Table 1: Types of social media used by OTM students.

Variables	Categories	Freq.	%
Do you use social media at all	No	10	5.6%
	Yes	170	94.4%
	Total	180	100.0%
Social media I use the most	Twitter	49	27.2
	Instagram	121	67.2
	Facebook	150	83.3
	WhatsApp	98	54.4
	LinkedIn	22	12.2
	2go	9	5.0
	Skype	6	3.3
	Total	180	100.0%
I spent the following time on social media	Less than 1 hour daily	50	27.8%
	1-2 hours daily	77	42.8%
	2-4 hours daily	23	12.8%
	4 hours and above	30	16.7%
	Total	180	100.0%

Table 1 showed that 170 representing 94.4% of the students use social media. On the types of social media used by the students, majority 150 students representing 83.3% use Facebook, 121 students representing 67.2% use Instagram, 98 student

representing 54.4% use WhatsApp, 49 students representing 27.2% use Twitter, while 5% and 3.3% use 2go and Skype respectively. Thus the finding shows that the students use all the social media stated in the research but they use Facebook, Instagram and WhatsApp more. On the issue of time spent on social media, 42.8% of the students spent 1-2 hours daily on social media, 27.8% spent less than 1 hour daily, while the least proportion 12.8% and 16.7% spent 2-4 hours daily and 4 hours above respectively.

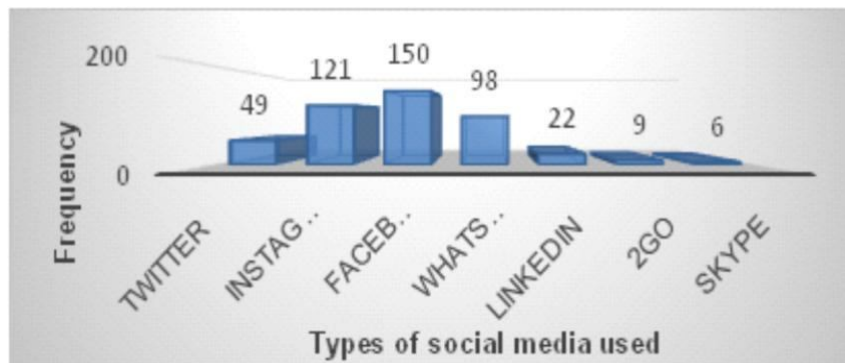


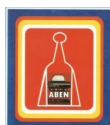
Fig 4.1: Types of social media used by the student.

Research Question 2

What are the effects of social media on the academic performance of OTM students?

Table 2: Mean raw scores and standard deviation on the effect of social media on students' academic performance.

S/N	Variables	Mean	SD	Remark
1.	I use social media in the class room to learn new information	3.0833	.86441	Agree
2.	I use social media to improve in my academic grades (GPA)	3.0556	.91372	Agree
3.	I use social media to do assignments	3.3389	.95814	Agree
4.	My teacher encourages me to use social media to study	2.8222	.92848	Agree
5.	My classmates and I exchange learning materials through social media	3.2111	.81870	Agree
6.	I engaged in academic discussions on twitter and this has improved my academic performance	2.4356	.96638	Disagree
7.	Social media helped me to improve spelling English words	3.3556	.80932	Agree
8.	Social media helped me to improve my spoken English	3.0833	.88359	Agree
Grand Mean		3.0482	.892843	

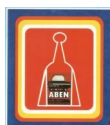


My GPA has fallen during the last during the last semester due to too much use of social. Media.	2.2333	.99215	Disagree
I am sometimes tempted to use social media even when lecture is going on	2.3889	1.05909	Disagree
What I watch on social media interferes with my studies sometimes	2.5056	.93652	Agree
I spend more hours online than reading my books	2.4167	1.04574	Disagree
I am addicted to social media which has become a problem that is affecting my academic life	2.0333	.95660	Disagree
My unlimited access to Facebook has affected my academic performance negatively.	2.0167	.89365	Disagree
During exam time, I believe that someone will leak the exam paper through social media	1.9222	1.03274	Disagree
Whenever I want to study my books, my attention is drawn to the social media, thereby distracting me	2.3556	.95498	Disagree
I spend a lot of time looking at what other people have posted on social media	2.9111	1.18316	Agree
Due to the abbreviations used on social media, I do not know how to spell words correctly again.	2.0944	1.00110	Disagree
The time spent on social media prevents me from sleeping well at night thereby affecting my concentration in the classroom.	2.2000	1.04854	Disagree
Grand Mean	2.28445	1.009479	

Source: Field Survey, 2019.

N=180

In table 2 above, items 1,2,3,4,5,7,8 with the mean scores of 3.0,3.0,3.3,2.8,3.2,3.3, and 3.0 respectively are above the cut-off point 2.5 which means that the respondents agreed they use social media in the class room to learn new information, improve in their academic grades, do assignments and that their teachers encourages them to use social media to study. They also exchange learning materials through social media and it helps them to improve in both spelling of English words and spoken English. However, they disagreed with item 6 with the mean score of 2.4 which is below the cut-off point of 2.5 indicating that they do not use twitter for academic discussions with one another. Items 9,10,12,13,14,15,16,18,19 with corresponding mean scores of 2.2,2.3,2.4,2.0,1.9,2.3,2.0 and 2.2 are all below the cut-off point of 2.5 indicating that the respondents says that their GPA has not fallen during the last semester due to too much of social media usage, they were not tempted to use social media during lecture, nor do they spend too much hours with social media than their books. They said they were not addicted to social media nor does their unlimited access to



facebook affect their academic performance. They do not rely on social media to leak exam paper to them, they are not distracted by social media, and it does not affect their spelling of words and time spent on social media does not prevent them from sleeping well at night and so their concentration in the classroom is not affected at all. However items 11 and 17 with mean scores of 2.5 and 2.9 respectively, are above the cut-off point of 2.5 showing that respondents agreed that what they watch on social media sometimes affects their academic performance and that they spent a lot of time looking at what others posted on social media. The grand mean of 3.0 which is above the cutoff point of 2.5 indicate that social media have positive effect on OTM students' academic performance.

Hypothesis 1.

H₀₁ There is no significant difference in the effect of social media on academic performance of ND and HND students of OTM.

Table 3: Results of t-test on the effect of social media on OTM students' academic performance based on class

Group Statistics					
	Class	N	Mean	Std. Deviation	Std. Error Mean
Effects	ND	75	2.3721	.62791	.07251
	HND	105	2.2139	.62209	.06071

Source: Field Survey, 2019

		Levene's Test for Equality of Variances			t-test for Equality of Means	
		F	Sig.	T	Df	Sig. (2-tailed)
Effects	Equal variances assumed	.033	.857	1.676	178	.095
	Equal variances not assumed			1.674	158.649	.096

Source: Field Survey, 2019

The result of the t-test statistics shows a significant value of $1.6 > 0.05$ 76 (levene's test for equality of variance) implying that equal variance assumed will be adopted. The p-value of 0.095 is greater than the 0.05 level of significant i.e $0.095 > 0.05$. Therefore the null hypothesis is accepted This implies that the response of ND and HND students of OTM on the effect of social media on academic performance does not differ significantly.



Discussion of Findings

The findings of the study discovered that 170 OTM students of Kaduna Polytechnic representing 94.4% use social media such as twitter, instagram, facebook, whatsapp, linkedin, 2go and skype but the ones they use most are facebook(83.3%), instagram(67.2%) Whatapp (54.4%) and twitter(27.2%). This is in agreement with a study conducted by Kolan, and Dzandza (2018) in Ghana. Their findings revealed that students of university of Ghana are well exposed to social media networks; all 197 respondents use one social media platform or the other. All the respondents are on Facebook and whatsapp. Other major social media platforms used by the students are twitter, instagram. This also corroborates the findings of Wiley and Sisson (2006), that previous studies have found that more than 90% percent of tertiary school students use social networks. On the issue of time spent on social media, 42.8% of the students spent 1-2 hours daily on social media, 27.8% spent less than 1 hour daily, while the least proportion 12.8% and 16.7% spent 2-4 hours daily and 4 hours above respectively. This shows that majority are on social media for 1-2 hours daily. According to Kolan, and Dzandza (2018) majority of the students; (50.3%) spent over two (2) hours on social media on a daily basis. This was supposed to impair their studies but the study indicates differently contrary to expectations.

On the issue of effect of social media on OTM students' academic performance, the study revealed that majority of the respondents agreed that social media have positive effect on academic performance. The study also found that the effect of social media on academic performance based on the response of ND and HND students does not differ significantly. This means that social media affect the academic performance of both ND and HND students in OTM positively. They said they use social media in the class room to learn new information, improve in their academic grades, do assignments and that their teachers encourage them to use social media to study. They also exchange learning materials through social media and it helps them to improve in both spelling of English words and spoken English. Yunus and Salehi (2012) agreed with this finding that students gain more vocabulary, improve their writing skills and reduce their spelling mistakes through the use of social media.

The respondents further revealed that social media does not affect their academic performance negatively. They said their GPA has not fallen during the last semester due to too much of social media usage, they were not tempted to use social media during lecture, nor do they spend too much hours with social media than their books.



They said they were not addicted to social media nor does their unlimited access to facebook affect their academic performance. They do not rely on social media to leak exam paper to them, they are not distracted by social media, and it does not affect their spelling of words and time spent on social media does not prevent them from sleeping well at night and so their concentration in the classroom is not affected at all. The study is contrary to expectation. One would have thought that since they spend up to 1-2 hours daily using social media, this should have affected their studies negatively. Some of them agreed that what they watch on social media sometimes affects their academic performance and that they spent a lot of time looking at what others posted on social media. Kuppuswamy and Narayan (2010) in their study also feels that social media is a nuisance to students' academic life. They opined that social networks distracts the attention and concentration of the students toward learning and converts it towards non educational activities such as useless and unnecessary chatting.

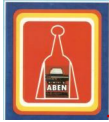
Conclusion

The paper examined the usage of social media and how it affects OTM students' academic performance in Kaduna Polytechnic. Social media is a two edged sword that has the capacity to be a source where students can obtain information that will improve their academic performance on the one hand and it can also thoroughly be a source of distraction that will be a reason of student's failure academically. It has been revealed in the findings of the study that, despite the fact that there is to some extent addiction and distraction of attention caused by the excessive use of social media which could have serious consequences on the academic life of students, the benefits that students can harness from social media networks such as sharing of information, partaking in group discussions, the use of social media in the class room to learn new information, doing assignments and their teachers encouraging them to use social media to study has improved their academic grades. Academic advancement is the primary goal of the higher education experience. If this is achieved or not as a result of social media usage, then there is need for further study on this important issue. There is need to further look into how social media affect the students' physical health, social behavior, and privacy.

Recommendations

Based on the findings, the following recommendations were made;

Channeling assignments or discussions on the most used social media platforms such as facebook, instagram and whatsapp should be made compulsory by the polytechnic management.



College Deans or heads of departments should organize seminars to further enlighten and encourage lecturers and students to continue the use of social media platforms for better academic performance.

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HUMAN RESOURCE TRAINING AND MOTIVATION BEST PRACTICES REQUIRED FOR IMPLEMENTATION OF BUSINESS EDUCATION CURRICULUM IN SOUTH-SOUTH NIGERIA

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Abstract

This study empirically examined human resource training and motivation best practices required for implementation of Business Education curriculum in South-south Nigeria with limitation to Bayelsa and Rivers States. The design of the study is descriptive survey research design. Two questions were answered while two null hypotheses were tested at 0.05 level of significance. The population for the study was 63 administrators from seven tertiary institutions offering Business Education as a programme in Bayelsa and Rivers States. Due to the manageable size of the population, the entire 63 administrators were involved in the study. The instrument for data collection was a well-structured questionnaire. The questionnaire was face and content-validated by three experts while reliability of the instrument was tested using Cronbach Alpha reliability technique which gave a reliability coefficient of 0.86. Data were collected by administering 63 copies of the questionnaire administered to the respondents with the help of seven research assistants. The data were analyzed using mean, analysis of variance (ANOVA) and t-test statistics. The results of the study identified 14 best practices required by administrators in human resource training and development and 10 best practices required by administrators in human resource motivational packages for implementation of Business education curriculum in south-south Nigeria. Academic qualification of the administrators significantly ($p < 0.05$) influence their mean ratings while gender did not significantly ($p < 0.05$) influence their mean. The identified best practices in human resource training and development and motivation should be packaged for training and retraining administrators for effective service delivery of human resources in Nigerian education system.

Keywords: Best practices, human resource training, motivation, Business education, curriculum implementation.

Introduction

Business education is a branch of education that involves teaching the skills and operations of the business industry. Edokpolor and Owenvbiugie (2017) described



Business education as one of the occupational areas that are richly provided by vocational and technical education in Nigeria. It is referred to as a programme of instruction that offers various skills in accounting, marketing and Office Technology and Management (OTM). According to Ajisafe, Bolarinwa and Edeh (2015), major topics in Business education include: office practice, book keeping, business mathematics, business communication, secretarial duties, word processing and advertising. Edokpolor and Egbri (2017) had stipulated that the actual goals of Business Education include: preparation of students for specific career in office occupations, equipping students with the requisite skills for job creation and entrepreneurship; and exposing students with knowledge about business, including a good blend of computer technology, which incorporates Information and Communication Technology (ICT).

The achievement of the goals of Business education cannot be realized without effective implementation of the curriculum. Nnabuike, Aneke and Otegbulu (2016) described curriculum implementation as the center of the curriculum process where all the curriculum contents are made to come in contact with students through the various activities of the teachers and other agents. Therefore, curriculum implementation is the task of translating the curriculum concepts into operating curriculum by the combined efforts of the teachers and society. Bediako (2019) shared that curriculum implementation includes the provision of organized assistance to staff (teachers) in order to ensure that the newly developed curriculum and the most powerful instructional strategies are actually delivered at the classroom level. It is important to note that curriculum implementation cannot take place without the teachers and other personnel in the school who constitute the human resources that play the key roles in putting the planned curriculum to action through teaching, learning and assessment. At tertiary institution level therefore, the human resources who are lecturers and other school personnel are the central figure in the curriculum implementation process. Hence, any issue bordering on the training, skills and motivational packages of the human resources have direct effects on the quality of service they render to ensure effective curriculum implementation process. Bediako (2019) affirmed that the assumption behind the success of curriculum implementation is a function of the abilities and skills of the academic and administrative staff. The performance and efficiency of human resources in school can among other things depend on the extent to which the school leadership and administrators apply best practices in the management of the personnel.



Best practices, according to *Nash and Ehrenfeld (2010)* are methods or techniques that had been generally accepted as superior to any alternatives because they produce results that are superior to those achieved by other means or because they have become standard ways of doing things such as a standard way of complying with legal or ethical requirements. Rouse (2007) described best practices as techniques or methodologies that through experience and research had proven to reliably lead to a desired result. Vangie (2019) noted that best practices are guidelines which are used to obtain the most efficient and effective way of completing a task using repeatable and proven procedures. Best practices are used to maintain quality within a system as an alternative to mandatory legislated standards and can be based on self-assessment or benchmark. In human resource management within an institution or organization, effective training and development of staff and motivational practices among others are some of the notable best practices for achieving institutional or organizational objectives on sustainable basis.

Training is any attempt to improve current or future worker productivity through leaning by increasing the worker's ability to perform usually by changing the workers attitude or increasing skills and knowledge (Salau, et al., 2014). Training is a continuous process of acquiring specific skill, talent and knowledge of an employee in order to achieve the predetermined goal and objectives (Oni-Ojo, Salau, Oludayo Abasilim, 2014). In the submission of Kehinde and Oladayo (2007), no employee can be effective and efficient on the job, until he acquires and develop knowledge and skills. This is because, as Boxall, Purcell, Wright (2007) noted training and development are aimed at developing competencies in technical, human, conceptual and managerial skills for the furtherance of individual and organizational growth. Training has the ability to be a catalyst for increased productivity. Apart from training and development of human resources, motivational packages are also important best practices in personnel management for institutional growth and development.

Motivation can be specified as a management process that encourages personnel to work better for the overall benefit of the organization, which are based on their unfulfilled needs. It is necessary for administrators and leaders of organization or institutions to learn to understand and effectively deal with their employee's motivation since motivated employees are the pillars of successful institution both in present and future. Al-Madi, Assal, Shrafat and Zeglat (2017) stated that employee



motivation is a widely practiced exercise which moves the employees from weariness to attention. Tella, et al. (2007) stated that strategies of motivating workers to include: improved salary, wages and conditions of service, fringe benefits such as holidays with pay, pensions among others. Unfortunately, the current level of teaching and learning and overall implementation of Business education curriculum in Nigerian schools is not matching with that of the developed world. This result to the recurrent poor quality of the graduates produced in our institutions of higher learning. An interaction with some Business educators who are implementers of Business education curriculum in tertiary institutions in south-south Nigeria equally corroborated the fact that human resources in most of the institutions are not effectively managed through appropriate training, development and motivation. Therefore, it is almost impossible for the personnel to give in their best in service delivery through effective teaching and curriculum implementation. In order to avert such scenario, this study was carried out to identify best practices required by administrators for human resource training and motivation for Business education curriculum implementation in South-south Nigeria.

Research Questions

The following two research questions were answered in line with the two specific purposes of the study:

What are best practices required by administrators in human resource training and development for implementation of Business education curriculum in south-south Nigeria?

What are best practices required by administrators in human resource motivational packages for implementation of Business education curriculum in south-south Nigeria?

Research Hypotheses

The study tested two hypotheses at 0.05 level of significance:

There is no significant difference in the mean ratings of administrators of tertiary institutions on best practices required in human resource training and development for implementation of Business education curriculum based on their educational qualification.

There is no significant difference in the mean ratings of administrators of tertiary institutions on best practices required in human resource motivational packages for implementation of Business education curriculum based on their gender (male or female).

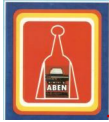


Methodology

The study was carried out in South-South, Nigeria. The South-South geopolitical zone consists of six States of Akwa Ibom, Bayelsa, Cross River, Delta, Edo and Rivers. Although, the study was limited to Bayelsa and Rivers States where the respondents were selected. The study adopted descriptive survey design. The study answered two research questions and tested two null hypotheses at 0.05 level of significance. Survey research design according to Owen (2002) is a design in which information is gathered from an unbiased representative group of a population. It is a very valuable tool for assessing the opinions and trends from representative groups. Martyn (2008) stated that a survey design is often used because of the low cost and ease of accessing information. The population for the study consisted of 63 administrators/management from seven tertiary institutions offering Business Education as a programme in Bayelsa and Rivers States. The administrators are Vice Chancellors, Provost and their deputies, Registrars and their Deputies, Bursars and their Deputies, Deans of Colleges/Faculties and their Deputies and Heads of Departments of Business education in the seven tertiary institutions. Due to the manageable size of the population, the entire 63 administrators of management were involved in the study.

The instrument for data collection was a well structured questionnaire developed by the researcher. The questionnaire was face and content-validated by three experts from Business Education Unit of the Department of Vocational and Technology Education, Niger Delta University, Wilberforce Island, Bayelsa State. Each of the experts was given a copy of the questionnaire items and was requested to indicate any ambiguous statement or item in the instrument. All the comments raised by the experts were duly addressed to improve the final copy of the questionnaires used for data collection. The reliability of the instrument was ascertained by trial testing 15 copies of the validated questionnaire to similar group of respondents in tertiary institutions in South-East Nigeria. Data collected from the trial testing were analysed using Cronbach Alpha reliability method which gave a reliability coefficient of 0.864 indicating that the instrument is about 86% reliable for collecting the data for the study.

The researcher adopted personal contact approach in data collection. Due to the wide coverage of the study, seven research assistants from each of the seven institutions were hired and trained in administering and retrieving the copies of the questionnaire from respondents. The retrieved copies of the questionnaire were collated by the researcher after two weeks of the administration for data analysis. All the 63 copies



of the questionnaire administered to the respondents were retrieved and used for the study. The data collected for the study were analyzed using mean and standard deviation for answering the research questions while analysis of variance and t-test statistics were employed for testing the null hypotheses at 0.05 level of significance. The 4-point response options were assigned values as follows:

Response Category		Value	Boundary Limit
Highly Required (HR)		4	3.50 4.00
Moderately Required (MR)		3	2.50 3.49
Less Required (LR)		2	2.00 2.49
Not Required (NR)		1	1.00 1.99

Based on this computation, any item whose mean value is 2.50 and above was regarded as 'Required' while those items whose means were below 2.50 were regarded as 'Not Required'. The hypothesis of no significant difference was accepted for item cluster whose p-value value was greater than 0.05 level of significance while the hypothesis of no significant difference was rejected for item cluster whose p-value value was less than 0.05 level of significance.

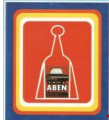
Results

Research Question One

What are best practices required by administrators in human resource training and development for implementation of Business education curriculum in south-south Nigeria?

Table 1: Mean Ratings of Administrators on Best Practices Required for Human Resource Training & Development for Implementation of Business Education Curriculum

S/N	Best practices in human resource training & development:	$\bar{X}$	SD	Remark
1.	Helping to determine training needs of Business educators and technologies for their professional development in service delivery.	3.48	0.53	Rqd
2.	Guiding employee on their job to ensure quality service delivery in teaching.	3.57	0.67	Rqd
3.	Developing qualities through continuous training of human resource that will enable them to be expert curriculum implementation.	3.80	0.48	Rqd
4.	Building Quality relationship between Business educators and the direct supervisors (Heads of Department and Deans) for growth.	3.55	0.70	Rqd
5.	Availing Business educators with learning opportunities designed to help them grow for quality service delivery.	3.64	0.62	Rqd



6.	Training programme for Business educators for specific goals of Business education programme.	3.49	0.63	Rqd
7.	Creating avenue for overseas foreign training of Business educators and technologists for effectiveness in service delivery.	3.59	0.49	Rqd
8.	Giving appropriate orientation and short training to new employees for quality teaching and curriculum implementation.	3.47	0.54	Rqd
9.	Engaging Business education with activities that will enable them develop and gain promotion on the job.	3.62	0.48	Rqd
10.	Communicating institutional practices for staff training and development to the newly recruited employees (Business Educators).	3.57	0.57	Rqd
11.	Facilitating staff release for further studies and training locally and internationally.	3.61	0.55	Rqd
12.	Developing training experience that helps administrators to plan and design employees' goals.	3.48	0.40	Rqd
13.	Making adequate arrangement for frequent workshop attendance for skill update of personnel.	3.73	0.54	Rqd
14.	Mapping out framework that stimulates staff to attend local and international conferences for their growth and development.	3.39	0.63	Rqd
Cluster Summary		3.57	0.56	Rqd

Key: $\bar{X}$ = Mean; SD = Standard Deviation; n = Number of Respondents; Rqd = Required.

The data presented in Table 1 reveals that the mean ratings of administrators / management on the 14 items in the table ranged between 3.39 3.80 which are in each case greater than the cut-off point value of 2.50 on 4-point ratings scale. This indicates that the 14 identified items as rated by the administrators are best practices required in human resource training and development for implementation of Business education curriculum in south-south Nigeria. The standard deviation values of the 14 items in the table ranged between 0.48 to 0.70 which signifies that the responses of the administrators are close to the mean and one another.

Research Question Two

What are best practices required by administrators in human resource motivational packages for implementation of Business education curriculum in south-south Nigeria?

Table 2: *Mean Ratings of Administrators on Best Practices Required for Human Resource Motivational Packages for Implementation of Business Education Curriculum*



S/N	Best practices in human resource motivational packages:	X	SD	Remark
1.	Ensuring timely release of staff promotion with necessary salary arrears for better service delivery.	3.72	0.64	Rqd
2.	Giving all staff the sense of commitment by carrying everybody along in the day to day running of the school.	3.53	0.59	Rqd
3.	Providing all required financial assistance to employees to motivate them to work for better performance.	3.52	0.85	Rqd
4.	Increasing staff wages periodically for improved service delivery in teaching and curriculum implementation.	3.63	0.55	Rqd
5.	Encouraging hard work and employee commitment through incentives and bonuses	3.68	0.61	Rqd
6.	Providing good and quality work environment to Business educators for increased motivation to deliver.	3.71	0.60	Rqd
7.	Guaranteeing employment security for workers' safety and improved service delivery.	3.50	0.76	Rqd
8.	Providing necessary ICT facilities to staff for effective service delivery in curriculum implementation.	3.58	0.58	Rqd
9.	Providing attractive remuneration packages to attract and retain quality educators for professional service delivery in Business education	3.40	0.84	Rqd
10.	Providing adequate benefits to make Business educators contribute their best to the attainment of institutional growth	3.64	0.76	Rqd
Cluster Summary		3.59	0.68	Rqd

Key: $\bar{X}$ = Mean; SD = Standard Deviation; n = Number of Respondents; **Rqd** = Required.

The data presented in Table 2 shows that the mean ratings of administrators / management on the 10 items in the table ranged between 3.40 3.72 which are in each case greater than the cut-off point value of 2.50 on 4-point ratings scale. This signifies that the 10 identified items as rated by the administrators are best practices required in human resource motivational packages for implementation of Business education curriculum in south-south Nigeria. The standard deviation values of the 10 items in the table ranged between 0.55 to 0.85 which implies that the responses of the administrators are close to the mean and one another.

Hypotheses Testing

Hypothesis One

There is no significant difference in the mean ratings of administrators of tertiary institutions on best practices required in human resource training and development for implementation of Business education curriculum based on their educational qualification.

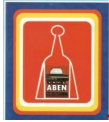


Table 3: Analysis of Variance (ANOVA) of Mean Ratings of Administrators on Best Practices in Human Resource Training and Development for Implementation of Business Education Curriculum Based on their Educational Qualification (First Degree, Masters Degree and PhD).

Sources of Variance	Sum of Squares	DF	Mean Square	F-Cal	P-value	Level of Sig	Rmk
Between Groups	0.180	2	0.41	3.45	0.01	0.05	Sig.
Within Groups	48.397	60	0.39				
Total	48.577	61					

Note: Level of Sig. = 0.05; **Sig** = Significant at 0.05

The result of analysis of variance (ANOVA) in Table 3 shows that p-value of 0.01 is less than 0.05 level of significance. This indicates that there is significant ($p < 0.05$) difference in the mean ratings of the responses of administrators with First Degree, Masters Degree and PhD Degree qualification on best practices required in human resource training and development for implementation of Business education curriculum. Consequently, the null hypothesis of no significant ($p < 0.05$) difference in the mean responses of administrators with First Degree, masters Degree and PhD Degree is rejected.

Hypothesis Two

There is no significant difference in the mean ratings of administrators of tertiary institutions on best practices required in human resource motivational packages for implementation of Business education curriculum based on their gender (male or female).

Table 4: Test of Significant Difference in the Mean Ratings of Male and Female Administrators on Best Practices required in Human Resources Motivational Packages for Implementation of Business Education Curriculum.

Variances	N	X	SD	Df	Std Error	t-cal	P-Cal	Level of Sig	Remark
Male Administrators	43	3.61	0.57	61	0.043	0.51	0.76	0.05	NS
Female Administrators	20	3.58	0.64						

Note: NS = Not Significant at 0.05.

The data presented on the t-test statistics in Table 4 showed that the p-value of 0.76 is greater than 0.05 level of significance. This indicated that there is no significant ($p < 0.05$) difference in the mean ratings of the responses of male and female administrators of tertiary institutions on best practices required in human resource



motivational packages for implementation of Business education curriculum in south-south Nigeria. Therefore, the null hypothesis of no significant ($p < 0.05$) difference in the mean ratings of the responses of male and female administrators is accepted.

Discussion of Results

The study identified best practices required by administrators in human resource training and development for implementation of Business education curriculum to include: helping to determine training needs of Business educators and technologies for their professional development in service delivery, guiding employee on their job to ensure quality service delivery in teaching, developing qualities through continuous training of human resource that will enable them to be expert curriculum implementation, quality relationship between Business educators and the direct supervisors (Heads of Department and Deans) for growth, availing Business educators with learning opportunities designed to help them grow for quality service delivery, training programme for Business educators for specific goals of Business education programme and creating avenue for oversee foreign training of Business educators and technologists for effectiveness in service delivery. This finding of this study is in conformity with that of a study conducted by Adams and Bassey (2008) who carried out a research work on knowledge management competencies of human resource managers and found that tasks such as giving orientation to new employees, creating conducive atmosphere among workers, developing employees in institutional policies and procedures and designing training programme to meet the goals of the college are needed. Boxall, Purcell, Wright (2007) corroborated that training and development aim at developing competencies such as technical, human, conceptual and managerial for the furtherance of individual and organizational growth.

The study identified best practices required by administrators in human resource motivational packages for implementation of Business education curriculum to among others include: ensuring timely release of staff promotion with necessary salary arrears for better service delivery, giving all staff the sense of commitment by carrying everybody along in the day to day running of the school, providing all required financial assistance to employees to motivate them to work for better performance, periodic increase in staff wages for improved service delivery in teaching and curriculum implementation, encourage hard work and employee commitment through incentives and bonuses and providing good and quality work environment to Business educators for increased motivation to deliver. The findings of this study agreed with the submission of Tella, et al (2007) who reported that



practices for motivating workers include: improved salary, wages and conditions of service, fringe benefits such as holidays with pay, pensions among others.

Conclusion

Human resource management is vital in the process of achieving the objectives of any educational programme and implementation of curriculum. The recurrent failure in implementation of the curriculum of Business education in Nigerian tertiary institutions has further worsened the quality of graduates produced in Nigeria. Hence, this study was carried out to investigate the best practices required by administrators for human resource training and motivation for Business Education curriculum implementation in South-south Nigeria. From the data collected and analysed, the study identified 14 best practices required by administrators in human resource training and development and 10 best practices required by administrators in human resource motivational packages for implementation of Business education curriculum in south-south Nigeria. There was significant difference in the mean ratings of the responses of administrators based on the level of academic qualification but no significant difference in their mean ratings based on gender. The study concluded that the application of the identified best practices in managing human resources in Business education will enhance quality of curriculum implementation.

Recommendations

The following recommendations were made based on the findings and conclusions drawn from the study:

The identified best practices in human resource training and development should be package for training and retraining administrators for effective service delivery of human resources in Nigerian education system.

The identified best practices in human resource motivational packages should be package for training and retraining administrators for effective service delivery of human resources in Nigerian education system.

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E-BUSINESS COMPETENCIES REQUIRED BY UNIVERSITY BUSINESS EDUCATION STUDENTS FOR MANAGEMENT OF SMALL SCALE BUSINESS

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Abstract

An e-business competency required by university business education students for management of small scale business was carried out in Enugu State. The researchers adopted survey research design. The population comprised 292 bank supervisors made up of 198 male and 94 female in the 73 commercial bank branches in Enugu metropolis. The entire population was utilized for the study, therefore, no sample was drawn. The instrument used for data collection was a structured questionnaire of 21 items. The instrument was validated by three experts. Out of 292 copies of the questionnaire distributed, 281 were properly filled and returned representing 92.3% return rate. Data collected were analyzed using mean and standard deviation while t.test was used to test hypotheses at .05 level of significance. The result of the analysis showed that university business education students require e-banking and e-accounting competencies for management of small scale business. Based on the findings of the study, the researchers recommended that e- banking and e-accounting should be incorporated into the business education curriculum and also, business educators should train and re-train themselves on e-business competencies.

Keywords: E-business, E-banking, E-Accounting and Business education students

Introduction

Technology has greatly shaped the business environment of today. Many business transactions today can be carried out online or through computer networks. This agrees with the observation made by Udegbum, Uchenu, Odimmega & MacPherson (2018) that many companies greatly rely on technology to provide accurate information for their effective management in today's business world. With the development in internet and web- based technologies, there is clear distinction between traditional markets and the global electronic business (E business).

E business is synonyms to E Commerce. It is the buying and selling of goods and services in the internet. Anjali (2014) noted that E business include any process that



a business organization conducts over a computer mediated network. In the view of Ayeni and Olatona (2015) Electronic commerce(E-commerce) is the sale or purchase of goods/services conducted over computer networks by methods specifically designed for the purpose of receiving or placing of orders . E commerce has revolutionized the mode of business transactions. Customers can now bank, invest, distribute and communicate anytime, anywhere through the internet. E commerce typically involves four stages Vis viz:

the customer stage which can be obtained from the various E commerce sites available . a typical example is Amazon. Com.

Ordering stages by the customers, if the goods/services are available .

Payment stage for the goods and services.

Lastly is the delivering stage which must be done by the organization via electronic means (Vijay, 2018).

Commerce involves online business operation for products and services both between companies and between the company and the customer. E commerce is relevant in our daily lives in the following ways:

It offers variety of products which cannot be easily obtained in the traditional market.

selling products and services online is less expensive. Both the fixed cost and variable costs are drastically reduced.

delivering via electronic means it faster and less time consuming.

It offers transparency in business through the use of point of sale machine (POS) and other digital transactions in the bank.

it enhances faster service delivering. Goods/services can be delivered all over the world through the internet thereby generating higher profit with lesser overhead cost.

It offers more customer retention because business maintains the names of their customers in their database. Despite the relevance of E- Commerce, it also has its drawback such as cybercrime.

The impact of E commerce is highly noticeable today in financial institutions such as banks. Customers need not to spend their precious time cuing up in the bank to cash, transfer and check their balance. This can easily be done through electronic cash transfer, automatic teller machine (ATM) and online banking. The risk of carrying money about has been reduced barely at minimal because customers can transfer money through their mobile phone at the comfort of their bedroom. Banking industry



has embraced electronic banking such as ATM to cash, transfer money and pay bills. Onyebu (2011) stated that banks face higher cost when conducting business with customers through cheques compared to electronic mail. Onyeabu further emphasized that a transaction handled via the internet will cost a bank less amount than deposit/withdrawal by cheques over the counter at the branch office. Modern technological devices used in the bank include ATM which can be used to cash, transfer money from one account to another, pay bills and check balance. Credit scoring software allows loans to be approved within a space of time. Onyeabu (2014) citing Micheal observed that new auto-writing cheques can be used in writing cheques instead of using pen. Therefore, new technologies of banking industries include but not limited to the following: Automated teller machine (ATM), Point of Sale Terminal (POS), Mobile Banking or banking on wheels, Cash Card, pay direct, telephone banking, internet banking, electronic fund transfer, master cards, alerts and auto writing cheques.

Sweety(2017) emphasized that improvement in financial innovations and technologies has made E-banking an intensive part of banking sector. If this is the situation in banking industry, business education students require the skills in E-banking for effective management of small scale business.

Equally, new technologies have become a driving force in modern accounting. No business entity can thrive without effective accounting system because accounting is the language of communication in any business, In conformity with this is the statement made by Nwokike (2010) that for one to properly manage his/her business effectively, the person should acquire the basic accounting skills for keeping records of his business transactions. Moreover, Onou and Orienbor (2014) noted that prior to the computerization of accounting systems, recording and processing of accounting information were done manually by accountants. Accounting systems are responsible for recording, analyzing, monitoring and evaluating the financial condition of companies and the preparation of documents necessary for tax purposes e.t.c. Recently, electronic accounting has paved its way in many businesses as a result of internet technology.

Electronic Accounting (E Accounting) refers to any accounting system that relies on computer for performance. Mohammed, John and Joshua (2011) refer to E-Accounting as an accounting system that relies on computer technology for capturing and processing financial data in an organization. E accounting can also be



described as any accounting system that utilizes ICT application tools and device in gathering, recording, analyzing, processing, interpreting and communicating accounting transactions and information concerning economic events to enable stakeholders to make informed decisions. Further, any accounting system that involves the application of computing, mobile and internet technologies in performing accounting functions is referred to as E- Accounting. E- Accounting has the following benefits. It reduces the volume of work, improved productivity, reduces transaction costs and higher information quality and a variety of reports can be quickly generated on demand (Zoryada 2003).

The earlier and faster the developing countries and small scale business enterprises utilize. E Business and E Accounting, the faster it enables the country to become more developed. Nowadays, business enterprises that intends to survive in the business environment is expected to position itself properly to utilize E business because of the numerous benefits and opportunities it offers. Iwudu cited by Onyebu (2014) stated that today, technological advancement in the world has enormous impact on most business enterprise.

According to Ebuo (2011), Small business is one which is owned and managed by one or two persons, influenced by the family in decision making, has undifferentiated organizational structure, market share is relatively small and employ less than fifty (50) workers. E business / E- commerce such as E Banking is electronic business resources which business education students need the competencies in order to swim with the sharks without being swallowed in the competitive business world on graduation.

Business Education students are youths running a programme in business education in universities. Business education is an educational programme offered in the universities and colleges of education. In the view of Ibrahim and Yakubu (2018), business education is concerned with teaching the skills, attitudes and knowledge needed for success in business career. Business education involves teaching the recipient the competencies and saleable skills for sustainable business career. The major areas of business education in universities include: Accounting, commerce and co-operative/marketing and office technology management education. Business education has the potential of equipping the students with the saleable skills for establishment and management of small scale business. Business Education Students need to be innovating, creative and adapt to new technologies in business



environment such as E Banking and E accounting. The earlier these new technologies are incorporated in the curriculum, the better for business education students. This will help them to easily embrace these new technologies in the business world on graduation. Hence the needs for this research work.

Statement of the Problem

New technologies have posed a serious challenge to business educators and their students. The modern offices where business education students are going to work on graduation is highly mechanized as a result of new technologies. Equally, modern businesses are now adopting new technologies. The researchers were perturbed that if business education students do not possess E-business competencies on graduation, they may find it difficult in managing small scale business and this may likely lead to business failure.

Research Questions

The following research questions were answered by the study

What are the E-banking competencies required by business education students for management of small scale business?

What are the E-accounting competencies needed by business education students for management of small scale business?

Hypotheses

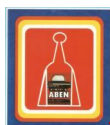
The following hypotheses were tested at .05 level of significance.

There is no significant difference between the mean responses of male and female bank supervisors on the e-banking competencies required by business education students for management of small scale business

Significant difference does not exist between the mean responses of male and female business education students on the e-accounting competencies required by business education students for management of small scale business

Method

The researchers adopted a descriptive survey research design in carrying out the study. The area of the study was Enugu State. The population was 292 bank supervisors in the 73 commercial bank branches in Enugu metropolis. The entire population was utilized for the study, Therefore, no sample was drawn. To answer the research questions, a structured questionnaire comprising 21 items were used for



data collection. The instrument was validated by experts, 2 business educators and a lecturer from measurement and evaluation, all from the Faculty of Education, Enugu State University of Science and Technology. The total copies of questionnaire returned was 281 out of 292 copies distributed, representing 92.23% return rate. 281 copies of the questionnaire returned were used for data analysis. Data were analyzed using mean and standard deviation for the research questions while the hypotheses were tested at .05 level of significance using t. test. To reach the decision regarding mean, the real limits of the numbers were adopted thus: 3.50 4.00 Very highly required, 2.50 3.49 highly required, 1.50 1.49 moderately required, 1.00 1.49 Not required

Results

Research Question 1

What is the E banking competencies required by business education students for management of small scale business?

Table 1: Mean and standard deviation of male and female responses on E-banking competencies required by business education students for management of small scale business.

S/N	E-banking competencies required by university business education students include abilities to use	Male: N=188		Female: N=93		Group overall		Dec.
		X ₁	SD ₁	X ₂	SD ₂	XG	SDG	
1	Automated Teller Machine (ATM)	3.66	0.51	3.63	0.51	3.65	0.51	VHN
2	Electronic Fund Transfer	3.57	0.62	3.47	0.56	3.54	0.60	VHN
3	Online Account organization	3.38	0.77	3.33	0.54	3.37	0.70	HN
4	Cheque imaging	3.19	0.91	3.14	0.80	3.17	0.88	HN
5	Credit Scoring Software	3.07	0.82	3.04	0.74	3.06	0.79	HN
6	Point of sale terminal (POS)	3.34	0.65	3.19	0.66	3.29	0.66	HN
7	Mobile Banking	3.63	0.56	3.59	0.52	3.62	0.54	VHN
8	Cash card	3.34	0.77	3.19	0.81	3.29	0.78	HN
9	Pay Direct	3.29	0.66	3.22	0.66	3.26	0.66	HN
10	Credit Scoring software	3.31	0.75	3.33	0.69	3.31	0.73	HN
Aggregate Mean		3.38	0.70	3.31	0.65	3.36	0.69	HN

Table 1 shows that the identified 10 items are the E-banking competencies very highly required by business education students for management of small scale business with the aggregate mean of 3.36. The mean ranges from 3.06 to 3.65 while

the standard deviation ranges from 0.51 to 0.88. The low standard deviation shows that the respondents are very close in their perception.

Hoi: There is no significant difference between the mean ratings of male and female bank supervisors on E-Banking competencies required by business education students in the management of small scale business.

Table 2: *t-test analysis of male and female bank supervisors on the e-banking competencies required by business education students for management of small scale business.*

Gender	N	T	DF	Sig.(2 tailed)	Mean difference	Standard error
Male	188	1.254	279	0.211	0.64213	.51226
Female	93					

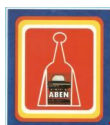
Table 2 shows that t value of 0.05 level of significant and 50 degree of freedom for the 10 items is 1.254 with a significant value of 0.211. Since the significant value of 0.211 is more than the 0.05 level of significant. This means that there is no significant difference with regard to the 10 items on the mean responses of male and female bank supervisors on the E-banking competencies required by Business Education Students for management of small scale business. Hence the null hypothesis is not significant.

Research Question 2

What are the E- Accounting competencies required by business education students for management of small scale business.

Table 3: *Mean ratings of male and female bank supervisors on E-Accounting competencies required by business education graduates for management of small scale business*

S/N	Item description	Male N=188		Female N=93		Overall		
		X ₁	SD ₁	X ₂	SD ₂	XG	SDG	Dec.
	E – Accounting competencies required by business education students for management of small scale business include abilities to use							
1	Quick books	3.24	0.72	3.47	0.64	3.32	0.70	HN
2	MS Excel	3.51	0.74	3.56	0.58	3.52	0.69	VHN
3	Sage Accounting	3.27	0.93	3.39	0.66	3.31	0.85	HN



4	Peach tree accounting	3.11	0.89	3.20	0.85	3.14	0.88	HN
5	Applications for payroll	3.21	0.68	3.13	0.73	3.19	0.69	HN
6	Online accounting	3.35	0.68	3.26	0.64	3.32	0.67	HN
7	Sales and receivable application	3.37	0.67	3.49	0.58	3.41	0.64	HN
8	Payable and purchases application	3.44	0.67	3.29	0.75	3.39	0.69	HN
9	Loan amortization application	3.35	0.72	3.27	0.71	3.32	0.72	HN
10	Application for preparing financial statement	3.28	0.79	3.38	0.69	3.31	0.76	HN
11	Digital tool kits/web links	3.28	0.64	3.04	0.69	3.20	0.66	HN
Aggregate mean		3.31	0.68	3.32	0.68	3.31	0.72	HN

Table 2: Shows that the questionnaire items 1 11 have a grand mean of 3.31 which ranges from 3.14 to 3.52. Therefore, the identified 10 items are the E Accounting competencies highly required by business education students for management of small scale business.

Hypothesis 2

Significant difference does not exist between the mean ratings of male and female bank supervisors on the E Accounting competencies required by business education students for management of small scale business.

Table 4: Summary of *t* test analysis of male and female bank supervisors on E accounting competencies required by business education students for management of small scale business.

Gender	N	T	DF	Sig (2 tailed)	Mean Difference	Std. Error	Dec
Male	188						
		0.128	279	0.898	0.06898	.53887	NS
Female	93						

The result of the analysis in Table 4 shows that the *t*. value at 0.05 level of significant and 279 degree of freedom for 11 items is 0.128 with a significant value of 0.898. Since the significant value of 0.89 is more than the 0.05 level of significant, it implies that there is no significant difference in the mean ratings of male and female bank supervisors on the E accounting competencies required by business education students for management of small scale business.

Discussion of findings

The bank supervisors considered E Banking such as the use of automated teller machine and mobile banking as the E- Banking competencies highly required by



business education students for management of small scale business. Because of the risk involved in carrying money about, small scale business owners need mobile banking to transact their business anytime and anywhere. In line with the findings of the study, Sweety Gupta (2017) stressed that E Banking has revolutionized the lives of individuals of present times. Sweety Gupta noted that earlier banking customers were required to personally visit a bank branch in order to transact business through their savings account but with the arrival of internet banking, the manner in which financial transactions are carried out have changed with mobile banking. With mobile banking, a small scale business owner need not go to bank to wait for a long cue in the bank before he/she can transact business. The time wasted might be utilized for other useful ventures. The null hypothesis indicated that there was no significant difference with regard to the mean responses of male and female bank supervisors on the E Banking competencies required by business education students for management.

The result of the study with respect to research question two showed that E Accounting competencies highly required by business education students are MS excel and sales/receivables application. Sales and receivables application is an accounting application that enables a small scale business owner to record his or her sales and receivables. This tallied with the opinion of Zorayda (2003) that E-accounting is beneficial because it reduces the volume of work and also improves productivity. The result of the second null hypothesis indicated that no significant difference existed in the mean ratings of male and female bank supervisors on the E accounting competencies required by business education students.

Conclusion

E-Business such as E banking and E accounting is borderless entities permitting any time any- where business. Based on the findings deduced from the study, business education students require E business competencies for management of small scale business on graduation.

Recommendations

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

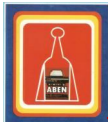
E business such as e-banking and e-accounting should be integrated into business education curriculum.

Business educators need to be trained and re-trained on the E- business competencies so that they can impart the relevant competencies to the students.



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ASSESSMENT OF IMPLEMENTATION OF THE CONTINUOUS ASSESSMENT GUIDELINES BY BUSINESS EDUCATION TEACHERS IN AWKA NORTH LGA OF ANAMBRA STATE

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Abstract

The main purpose of the study was to assess the extent of the implementation of the continuous assessment guidelines by business teachers in Awka North LGA of Anambra State. Three research questions guided the study and three hypotheses were tested at 0.05 level of significance. The study was a descriptive survey. The population of the study comprised 86 business teachers teaching in government owned secondary schools in Awka North LGA of Anambra State. A validated structured questionnaire was used for data collection. The data collected from the respondents were analyzed using descriptive mean, standard deviation and t-test. The mean value was used to answer the research questions while the standard deviation was used to ascertain the homogeneity or otherwise of the respondents' ratings. The hypotheses were tested with t-test statistics. The findings of the study revealed that business teachers' occasionally implemented the continuous assessment guidelines relating to administering tests and other instruments, scoring, grading and weighing as well as keeping record of students' performance. The findings of the study further revealed that gender did not influence the opinion of business teachers on the extent the implemented the continuous assessment guidelines in Awka North LGA of Anambra State. Based on the findings of the study, it was recommended among others that Policy makers should revisit and strengthen the provisions concerning test construction, interpretation of tests and method of determining the quality of test items. It was also recommended that government through the Ministry of Education and the Post Primary School Service Commission (PPSSC) should consistently organize seminars, workshops and conferences to train and retrain business teachers on the best practices of CA

Introduction

One of the functions of a school is the certification of the individual learner under its embrace. It is in this regard that Alayafi (2017) opined that for schools to effectively carry out this role, assessment of one kind or the other is needed. Ahukanna, Onu and Ukah (2010) noted that assessment provides the necessary feedback education practitioners require to maximize the outcome of educational efforts. Ahukanna,



Onu and Ukah further viewed assessment as a part of students learning. In his view, Adekeye (2011) defined assessment as a means whereby the teacher obtains information about knowledge gains, behavioural changes and other aspects of the development of learners. Bennett (2011) further noted that assessment involves the deliberate effort of the teacher to measure the effect of the instructional process as well as the overall effect of school learning on the behaviour of students.

Mwebaza (2016) believed that assessment is a process that is very essential or indispensable and a “sine qua non” in education. Mwebaza (2016) asserted that assessment in education as a process involves a series of interrelated activities such as stating objectives for the activity, generating needed information (data) by use of testing and non-testing techniques then analyzing the data and finally making judgment and decision. Mwebaza (2016) noted that the testing techniques are the use of examinations/tests. The non-testing techniques make use of observations, interviews, rating scales, questionnaires, portfolios, exhibitions, class discussions, students' self-assessments, projects, assignments, home work etc. Hence, assessment covers all aspects of school experience both within and outside the classroom. It covers the cognitive as well as the affective and psychomotor aspects of learning.

In Nigeria, educational planners and administrators in general and the business education/studies in particular are now more conscious than ever before of their role in the nationwide scheme of curriculum innovation. Not only have new business subjects been introduced and new contents injected into existing subjects, a fundamental change in the system of assessment of students' performance has also emerged through the formalisation of continuous assessment as a major component of evaluation process (Abejehu, 2016). In order to evaluate the new educational system, one policy that cuts across all educational levels throughout Nigeria is that on continuous assessment. According to the Federal Government of Nigeria (2013), educational assessment and evaluation shall be liberalised by their being based in whole or in part on continuous assessment of the progress of the individual. It further stated that the entrance examination scores for students into junior secondary schools would incorporate headmistress's continuous assessment records. Hence, the repeated emphasis being placed on continuous assessment is a clear evidence of its importance.

Ezewu and Okoye (2011) defined continuous assessment as a systematic and objective process of determining the extent of a student's performance in all the



expected changes in his behaviour, from the day he enters upon a course of study and a judicious accumulation of all pieces of information derived from this purpose with a view to using them to guide and shape the student and to serve as basis for making important decisions about the child. In other words, Ezewu and Okoye (2011) posited that continuous assessment should be objective, systematic, comprehensive, cumulative and guidance oriented. It is also a method of using the recorded performances of each student to help him or her improve on his or her achievement through the guidance of the teachers in general and the business teachers in particular. Alayafi (2017) opined that continuous assessment is systematic in the sense that it is planned, graded to suit the age and experience of the children and is given at suitable intervals during the school year. Alayafi (2017) further alluded that appropriate timing saves students from being tested to death or becoming bored with too frequent assessments. Mwebaza (2016) noted that comprehensiveness of continuous assessment means that it is not focused on academic skills alone. It embraces the cognitive, the psychomotor and the affective domains.

According to Ude in Adekeye (2011), the Federal Ministry of Education outlined major provisions of continuous assessment in her handbook on continuous assessment as guidelines which teachers must carry out for proper implementation of continuous assessment. These continuous guidelines are in the area of administration of tests and other instruments/techniques, scoring, grading, weighting, record keeping and reporting. A Supervisory report available at headquarters of Post Primary School Services Commission (PPSSC), Anambra State, 2014 revealed that teachers related factors are the major contributors to poor students' performance. This made researchers like Adekeye (2011) to opined that this shows that teachers do not seem to properly implement continuous assessment guidelines in secondary schools. However, the extent to which this is true demands an empirical investigation such as this one. This study therefore assessed the implementation of the continuous assessment guidelines by business teachers in Awka North Local Government Area of Anambra State.

Statement of the Problem

The attainment of the objective of the Federal Government of Nigeria (FGN) (2013) national policy on education on business studies assessment and evaluation can only be achieved by proper implementation of the provisions of assessment guidelines by the business teachers. Unfortunately, most business teachers in secondary schools in Awka North LGA, Anambra State do not seem to implement the assessment



guidelines provisions, resulting in the inability of the teachers to get appropriate cumulative record of the students' performance. These also result in their inability to provide accurate feedbacks to the school authority, students and parents on the true performance of their students. The problem of this study is that business teachers in Awka North LGA do not effectively assess students; this has resulted in poor academic performances of secondary school students' in external examination in the LGA. There seem to be no clear evidence of the major causes of their failure but actual observations indicate that the business teachers do not seem to adequately implement the provisions of the assessment guidelines in their teaching. However, the extent to which this is correct can only be established through an empirical study as intended by the researcher.

Research Questions

The following research questions guided the study.

To what extent do secondary school business teachers in Awka North LGA of Anambra State complied with the continuous assessment guidelines relating to administering tests and other instruments?

To what extent do secondary school business teachers in Awka North LGA of Anambra State complied with the continuous assessment guidelines relating to scoring, grading and weighing?

To what extent do secondary school business teachers in Awka North LGA of Anambra State complied with the continuous assessment guidelines relating to record keeping and reporting of students' performance?

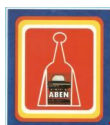
Hypotheses

The following hypotheses were tested at 0.05 level of significance.

There is no significant difference in the mean ratings of male and female secondary school business teacher in Awka North LGA of Anambra State on the extent they administer tests and other instruments in continuous assessment.

There is no significant difference in the mean ratings of male and female secondary school business teacher in Awka North LGA of Anambra State on the extent they complied with the continuous assessment guidelines relating to scoring, grading and weighing.

There is no significant difference in the mean ratings of male and female secondary school business teacher in Awka North LGA of Anambra State on the extent they complied with the continuous assessment guidelines relating to record keeping and reporting of students' performance.



Method

The study was a descriptive survey. The population of the study comprised 86 business teachers teaching in government owned secondary schools in Awka North LGA of Anambra State. A validated structured questionnaire was used for data collection. The questionnaire was structured on a five point response categories of Very Often (VO), Often (OF), Occasionally (O), Rarely (R) and Never (N). To establish the reliability of the instrument, it was administered on 10 business teachers in Enugu Metropolis, Enugu State who were not included in the population of the study. The Cronbach Alpha reliability method on the obtained data yielded a score of 0.87 for internal consistency which was deemed high for the study. The data collected from the respondents were analyzed using descriptive mean, standard deviation and t-test. The mean value was used to answer the research questions while the standard deviation was used to ascertain the homogeneity or otherwise of the respondents' ratings. The null hypotheses were tested with t-test at 0.05 level of significance.

Results

Research Question 1

To what extent do secondary school business teachers in Awka North LGA of Anambra State complied with the continuous assessment guidelines relating to administering tests and other instruments?

Table 1: Respondents Mean Rating on the Extent of Compliance with the Continuous Assessment Guidelines relating to Administration of Tests and other Instruments

S/N	Items on Administration of test and other Instruments	Mean	SD	Remarks
1.	Prepare tests for individual class or Classes	4.50	0.74	Very Often
2.	Use various instruments e.g. assignments, summaries and projects in assessing students	4.21	0.73	Often
3.	Follow the time-table for assessment prepared by the CA committee on assessment	3.11	0.76	Occasionally
4.	Use maps, sketches, pictures, films while teaching	3.20	0.81	Occasionally
5.	Specify the test date and time in the grade book	2.45	0.70	Occasionally
6.	Develop instrument for CA through cooperative development among schools in the zones.	1.60	0.81	Rarely
7.	Ensure that tests strength progresses as lesson progress	1.57	0.74	Rarely
8.	Give students feedback on their test Scores	3.57	0.72	Often
9.	Ensure that students do the corrections given on them	3.23	0.84	Occasionally
Cluster mean		3.05		Occasionally

Data in Table 1 reveals that business teachers very often implemented item 1 relating to administering tests and other instruments with mean rating of 4.50. They often implemented item 2 and 8 with mean ratings of 4.21 and 3.57. However, the occasionally implemented items 3, 4, 5 and 9 with mean ratings of 3.11, 3.20, 3.45 and 3.23 while they rarely implemented items 6 and 7 with mean ratings of 1.60 and 1.57. The cluster mean of 3.05 indicates that the respondents' occasionally implemented the continuous assessment guidelines relating to administering tests and other instruments.

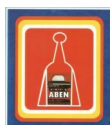
Research Question 2

To what extent do secondary school business teachers in Awka North LGA of Anambra State complied with the continuous assessment guidelines relating to scoring, grading and weighting?

Table 2: *Respondents Mean Rating on the Extent of Compliance with the Continuous Assessment Guidelines relating to Scoring, Grading and Weighing*

S/N	Items on scoring, grading and Weighting	Mean	SD	Remarks
10.	Collect raw scores in your school	4.63	0.81	Very Often
11.	Follow score range of zero to one hundred percent (0-100%)	4.53	0.84	Very Often
12.	Report only the raw score e.g. the students report card might contain the entry "Business Studies" 70%	4.12	0.82	Often
13.	Use score scaling for the interpretation of test performance	2.20	0.78	Rarely
14.	Ensure that the scales such as percentile ranks, standard scores are used	2.34	0.76	Rarely
15.	Use T-score for the interpretation of test performance.	1.53	0.77	Rarely
16.	Use weighing to reflect the superior performance of students in various tests	3.50	0.93	Often
17.	Weight progressively e.g. 5% test leads to another instrument of 10% and so on.	3.57	0.72	Often
18.	Project, mid-term test and other assignments are summed up under 2nd summary which carried 20%	3.23	0.84	Occasionally
19.	Final exam carries 70% total of 1st test, project, assignments and final exam is 100%	4.75	0.85	Very Often
Cluster mean		3.44		Occasionally

Data in Table 2 reveals that business teachers' very often implemented items 10, 11 and 19 relating to scoring, grading and weighting with mean ratings of 4.63, 4.53 and 4.75. They often implemented item 12, 16 and 17 with mean ratings of 4.21 and 3.57. However, the occasionally implemented item 18 with mean ratings of 3.23 while they rarely implemented items 13, 14 and 15 with mean ratings of 1.60 and 1.57. The cluster mean of 3.44 indicates that the respondents' occasionally implemented the continuous assessment guidelines relating to scoring, grading and weighting.



Research Question 3

To what extent do secondary school business teachers in Awka North LGA of Anambra State complied with the continuous assessment guidelines relating to record keeping and reporting of students' performance?

Table 3: Respondents Mean Rating on the Extent of Compliance with the Continuous Assessment Guidelines relating to Record Keeping and Reporting of Students' Performance

S/N	Items on record keeping and reporting of students performance:	Mean	SD	Remarks
20.	Copy scheme of work in the diary	3.95	0.78	Often
21.	Enter the list of books used in business studies in the diary at the beginning of the year.	2.45	0.74	Rarely
22.	Record actual works carried out in the diary weekly	3.35	0.85	Occasionally
23.	Examination results are carefully recorded in the cumulative folder at the end of each term.	3.10	0.76	Occasionally
24.	Summarize students' progress in the grade books at least two times in a term.	2.20	0.71	Rarely
25.	Terminal progress report on academic grades in social development are entered in the grade book accordingly	1.89	0.80	Rarely
26.	Students' transcripts or the report sheets are made ready for collection by parents and guardians immediately the school closes.	2.60	0.79	Occasionally
27.	The end of the term examination scores are neatly recorded in the grade book	3.57	0.72	Often
28.	Allow parents to compare the result in the student's report book with the mark in your grade book.	3.40	0.82	Occasionally
29.	Scores given on social and physical development activities actually reflect exactly what students are	3.22	0.71	Occasionally
Cluster mean		2.51		Occasionally

Data in Table 3 reveals that business teachers' often implemented item 20 and 27, relating to record keeping and reporting of students' performance with mean ratings of 3.95 and 3.57. They occasionally implemented items 21, 22, 23, 26, 28 and 29 with mean ratings ranging from 2.45 to 3.40 while they rarely implemented items 21, 24 and 25 with mean ratings ranging from 2.45 to 3.40. The cluster mean of 3.44 indicates that the respondents' occasionally implemented the continuous assessment guidelines relating to scoring, grading and weighting.

Hypothesis 1

There is no significant difference in the mean ratings of male and female secondary school business teacher in Awka North LGA of Anambra State on the extent they administer tests and other instruments in continuous assessment.

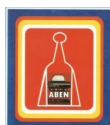


Table 4: *t-test Analysis of Male and Female Respondents' Mean Ratings on the extent they Administer Tests and other Instruments in Continuous Assessment*

Variable	N	Mean	SD	df	α	t-cal.	t-crit.	Decision
Male teachers	34	3.20	0.78	84	0.05	0.91	1.96	Not Significant
Female teachers	52	3.11	0.85					

Data in Table 4 show that the calculated t-value of 0.91 at 84 degree of freedom and at 0.05 level of significance is less than the critical t-value of 1.96. This shows that the gender of the respondents did not significantly influence the extent they administer tests and other instruments in continuous assessment in Awka North LGA of Anambra State. Therefore, the hypothesis is accepted.

Hypothesis 2

There is no significant difference in the mean ratings of male and female secondary school business teacher in Awka North LGA of Anambra State on the extent they complied with the continuous assessment guidelines relating to scoring, grading and weighting.

Table 5: *t-test Analysis of Male and Female Respondents' Mean Ratings on the extent they complied with the Continuous Assessment Guidelines Relating to Scoring, Grading And Weighting*

Variable	N	Mean	SD	df	α	t-cal.	t-crit.	Decision
Male teachers	34	2.80	0.89	84	0.05	1.11	1.96	Not Significant
Female teachers	52	3.07	0.85					

Data in Table 5 show that the calculated t-value of 1.11 at 84 degree of freedom and at 0.05 level of significance is less than the critical t-value of 1.96. This shows that the gender of the respondents did not significantly influence the extent they complied with the continuous assessment guidelines relating to scoring, grading and weighting in Awka North LGA of Anambra State. Therefore, the hypothesis is accepted.

Hypothesis 3

There is no significant difference in the mean ratings of male and female secondary school business teacher in Awka North LGA of Anambra State on the extent they complied with the continuous assessment guidelines relating to record keeping and reporting of students' performance.

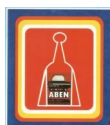


Table 6: *t-test Analysis of Male and Female Respondents' Mean Ratings on the extent they complied with the Continuous Assessment Guidelines relating to Record Keeping and Reporting Of Students' performance*

Variable	N	Mean	SD	df	α	t-cal.	t-crit.	Decision
Male teachers	34	2.31	0.82	84	0.05	0.86	1.96	Not Significant
Female teachers	52	2.78	0.80					

Data in Table 6 show that the calculated t-value of 0.86 at 84 degree of freedom and at 0.05 level of significance is less than the critical t-value of 1.96. This shows that the gender of the respondents did not significantly influence the extent they complied with the continuous assessment guidelines relating to record keeping and reporting of students' performance in Awka North LGA of Anambra State. Therefore, the hypothesis is accepted.

Discussion

Findings in research question one indicated that business teachers' occasionally implemented the continuous assessment guidelines relating to administering tests and other instruments. This is in line with Mkimbili and Kitta (2019) who found that there were variability in the administration of tests and other instruments of teachers. According to Muoghalu this seems to have affected the validity of continuous assessment in subjects like business studies in secondary schools in Awka North of Anambra State. Findings also revealed that gender did not influence the mean ratings of the respondents on the extent they implemented test and other instruments relating to continuous assessment.

Findings in research question two indicated that business teachers' occasionally implemented the continuous assessment guidelines relating to scoring, grading and weighing. This is in line with Ude (2005) who found that business teachers in Anambra State occasionally implemented scoring, grading and weighing. Ude (2005) revealed that some teachers do not implement scoring, grading and weighing because of negative attitudes. Findings also revealed that gender did not influence the mean ratings of the respondents on the extent they implemented scoring, grading and weighing relating to continuous assessment.

Findings in research question three indicated that business teachers' occasionally implemented the continuous assessment guidelines relating to record keeping and reporting of students' performance. This is in line with Ude (2005) who found that



business teachers in Anambra State occasionally implemented scoring, grading and weighing. Mwebaza (2016) revealed that the inability of some teachers to keep appropriate record has affected the quality of continuous assessment. Findings further revealed that gender did not influence the mean ratings of the respondents on the extent they implemented record keeping and reporting of students' performance relating to continuous assessment.

Conclusion

Based on the findings of the study, the researcher concluded that business teachers in Awka North LGA of Anambra State occasionally implemented the provisions of the continuous assessment guidelines for secondary schools in Nigeria. This level of implementation however seem not to be adequate enough if the goal of the attainment of cognitive, psychological and social development of secondary school students will be attained. It is therefore important that adequate measures are put in place to improve the level of implementation of the CA guidelines among business teachers in Awka North LGA of Anambra State.

Recommendations

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

Policy makers should revisit and strengthen the provisions concerning test construction, interpretation of tests and method of determining the quality of test items.

Government through the Ministry of Education and the Post Primary School Service Commission (PPSSC) should consistently organize seminars, workshops and conferences to train and retrain business teachers on the best practices of CA.

Cooperative development of CA materials should be carried both at zonal and state levels.

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HONESTY AS A MEANS TO OFFICE TECHNOLOGY AND MANAGEMENT GRADUATES' SUCCESS IN BUSINESS

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Abstract

This study investigates honesty as a means to Office Technology and Management graduates' success in business. This is against the background that honesty is an indispensable tool to success in business. Office Technology and Management graduates who want to succeed in business should see honesty as one of the business ethics. This paper discusses what constitute business or workplace dishonesty, causes of dishonesty in business and consequences of business or workplace dishonesty. It concludes that Office Technology and Management graduates and other stakeholders are expected to exhibit the trait of honesty because true success comes through honest behaviour or act. It recommends among others that employees should realise that dishonest behaviour destroy the reputation and integrity of an individual and the organisation; and should endeavour not to involve in such act.

Keywords: *Honesty, dishonesty, Office Technology and Management graduates, business, workplace, success*

Introduction

The current financial crisis in Nigeria has affected every sphere of life including businesses. This has *brought into limelight the ethical dimensions of the business which plays a vital role in business success*. For businesses to be profitable, they must conduct their activities in such a way that can be seen as ethical. Business ethics involves how a business integrates core values such as honesty, trust, respect, integrity and fairness into its policies, practices and decision-making (Hellriegel, Jackson, Slocum, Staude, Amos, Klopper, Louw, & Oosthuizen, 2004). Business ethics is about identifying and implementing standard of conducts that ensure a business does not detrimentally affect the interests of its stakeholders (Turyakira, 2018).

Today, there are so many pressures on businesses or organisations to cultivate ethical behaviour since most youths and adults seem to lack ethical behaviours due to the present circumstances in the country most especially developing counties such as



Nigeria where most graduates are underpaid. Most people especially young graduates believed they are suffering and due to this reason they are looking for money by all means. It seems many of the graduates are into businesses not really because of passion they have for it but due to the fact that they want to reap where they did not sow. Small and Medium Enterprises (SMEs) have become the worst affected since they lack the funds, experience, strategic planning and relevant alliances with other business owners to implement ethical practices. Customers have become increasingly mindful of the reputations of the businesses they patronise since some of them have fallen victims of fraudsters. Customers have to trust the people they do business with in order to keep them, so owning up to every responsibility is paramount (Levine, 2010).

Workplace unethical behaviour include the following among others lying, cheating, stealing, embezzlement and using unauthorized materials (Rujoiu, 2014). While many large companies have gained their reputations by applying ethical standards, Small and Medium-scale Enterprises (SMEs) in developing countries are progressively becoming more aware of the importance of ethical behaviours such as honesty when dealings with employees, customers, suppliers and other stakeholders. However, SMEs in developing countries still require more understanding of the significance of business ethics. Hence, the study of business ethics such as honesty has become imperative in today's competitive business environment for business to succeed. Honesty means you will "Do What You Say You Will Do". Honesty is defined as being honourable in principles, intentions, and actions; being upright, fair, sincere, frank, respectable, and truthful; and free from deceit or fraud (Cherrington & Cherrington in Johnson, 2010).

In recent times, many businesses have liquidated in Nigeria due to lack of honesty since individuals are not ready to relate with dishonest businessmen. Customers are now demanding for business owners' trust which is the most vital business asset. Though, dishonesty may not be attributed to the business owners alone but also to the employees, suppliers, debtors, creditors, and customers among others; that is, any individual who exhibit lack of trust. In most cases dishonesty in business is rampant among the employees; which means that, the blame for dishonesty does not appear to fall on the business owners or top management alone but on the employees also. Coffin (2003) reported that employee dishonesty is the fastest growing organisational problem for many companies. Dishonesty in business is not limited to developing countries; developed countries also involved in this act. Contrary to Coffin's findings, Wilson (2004) asserted that several corporate executives have



been indicted and prosecuted for fraudulently enticing investors and stealing corporate assets. This corporate dishonesty created havoc in the United States capital markets, ultimately causing millions of individuals to lose trillions of dollars. Wilson (2004) found that over 46% of the employee thefts were by persons in management positions.

Researchers identified two major causes of dishonesty; that is, personal issues and situational or environmental factors. Personal issues that predict dishonesty appear to account for a relatively small but important amount of the variance in predicting deviant behaviour among workers. They include greed, skewed personality traits, low cognitive ability, and limited self-control. Situational or workplace factors that lead to employee thefts include wanting to be accepted by a worker-related gang, an apathetic work group, or an influential peer. Overwhelming workplace pressures, wanting to satisfy immediate needs or desires, feeling left out or abused, and conforming to or tolerating dishonest group behaviour can lead employees to commit or participate in theft (Mikulay, Neuman & Finklestein, 2001, Martinko, Gundlach & Douglas, 2002; Dilchert, Ones, Davis, & Rostow, 2007). In Nigeria today, unemployment is increasing on a daily basis due to scarcity of white collar jobs; most graduates including Office Technology and Management graduates have established Small and Medium-scale Enterprises.

Office Technology and Management programme is one of the programmes offered in the Universities, Polytechnics and Colleges of Education in Nigeria. With the advent of the dynamic in the world of work resulting from Information and Communication Technology (ICT); there was a change in the nomenclature of Secretarial Studies Programme to Office Technology and Management programme by the National Board for Technical Education (NBTE) in order to reflect the 21st century best practice. Office Technology and Management programme was designed to equip students with modern secretarial skills for employment in various fields of endeavours. Office Technology and Management students are exposed to Information and Communication Technology based courses relevant to modern secretarial practices as well as in the general education. In addition to the acquisition of quality vocational skills in Office Technology and Management programme, the students are also equipped with effective or quality work competencies and socio-psychological work skills, which are very essential in everyday interactions with others. Office Technology and Management graduates obtained National Diploma and Higher National Diploma certificates at ND and HND levels respectively. These certificates are useful for Office Technology and Management graduates to secure



employment in the industries or to be self-employed. With the knowledge and skills developed by Office Technology and Management graduates while in school; there are different types of businesses they can establish such as business centre, establishment of school, publishing outfit, sales of smartphone and its accessories, Information and Communication Technology (ICT) training centre, consultancy services, call centre, Global System for Mobile Communication (GSM) phone repairs services, website designing, graphic design, bulk Short Message Service (SMS) business, mobile marketing, and mobile money transfer among others. Honesty is an important trait which is expected to be exhibited by Office Technology and Management graduates for them to succeed in business.

Business success is the capacity to succeed regardless of the situation (Albu, Mandru, & Suci, 2017). Albu, Mandru, and Suci (2017) in their study found that factors ensuring business success include: perseverance, profit, respect for competition, integrity, courage, seriousness, talent, profit reinvestment, quality, staying true to commitments, competent and moral people, professional training, correctness, honest partners, consistency, permanent adaptation to market needs, political stability, luck, providing high quality products/services for competitive prices, money, work expertise, strategy, entrepreneurial spirit, trust in oneself and in what an individual is doing among others. Therefore, OTM graduates are expected to be honest in order to succeed in business because dishonesty may have negative effect on business and its profitability. Based on the foregoing, this article discusses honesty as a means to Office Technology and Management graduates' success in business.

Business or Workplace Dishonesty

There are different types of business or workplace dishonest behaviours or acts; among them are:

Lying: Telling lies upon lies is known as “ethical slippery slope”. Once an individual tells a lie such person may need to cover it up to avoid detection. One of the most common occurrences of dishonesty in business involves lying. Employees may lie to each other, to their superiors, or even to customers. A lot of damage can occur when bosses lie to employees, as employees often tend to mimic the behaviour of the superior officer. Most business owners and employee are involved in this act. Such an act always has negative effect on the reputation of the business. Natter (2019) asserted that employees lie about having completed an assigned task, colour the truth about the success or failure of a sales or fudge their numbers to make themselves look better among their peers.



Theft: Theft is one of the most common reasons for business failure. No business is completely exempted from theft; both employee and executive officers including customers are always involved in this act. When someone takes what does not belong to him or her such as business' money or property, even a pen or file tag; it is an act of theft. Theft reduces business income and may negatively reduce business profitability. Natter (2019) opined that some employees are in the habit of stealing both time and money from their employers or business owners in such a manner that may not be noticed.

Embezzlement: Embezzlement can be seen as a technical term for theft committed by someone in a position of trust. Embezzlement can be perpetrated in different ways either by pilfering money from the cash register, skimming cash from the day's revenue or lapping; that is, the employee holds back part of the business income in such a way that employee doctors account records and statements to cover the misdeed.

Inventory Theft: In most cases; both the executive and the employee are always involved in inventory theft. This act is perpetrated in such a way in which an executive officer or employee resell merchandise, take them home for personal use, or dash out goods to relatives. Inventory theft reduces goods in the warehouse and inventory level. Heibutzki (n.d.) stated that one of the most common forms of workplace dishonesty is theft of cash, merchandise and retail shrinkage.

Time Abuse: It is not all dishonest behaviours at work that involves stealing of money, merchandise or property of the business. The most precious commodity in life and business is time. Business owner cannot afford to play with time because it is very precious. However, employee and executive should take it as a matter of priority to resume work at the right time and not to leave the office before the closing time. The time not judiciously used during the office hour is a waste of time and great loss to the business. Millions of Naira of business contract can be lost if the employee do not take time as a matter of priority and make maximum best use of it. It is a dishonest act for employees to make excessive personal phone calls and avoid performing normal office duty during office hours. Hayes (2008) stated that time theft occurs when an employee clocks in for another employee who is late or absent, leaves early, takes long breaks, or uses the company's time to conduct an outside business.

Unethical Conduct such as Harassment: Unethical conduct such as harassment is a form of dishonest behaviour because it is tantamount to lack of trust. The



executive or employee is expected to be someone who is trusted with the business by the business owner. Most of the employees do not see anything bad in harassing the customers by being rude or talk in an uncultured manner to the customers. Such an act can lead to loss of customers which may eventually lead to business liquidation.

Absence from Work under False Pretence: An excessive absence from work under false pretence is also considered as an act of dishonest behaviour. Many employees take permission to be away from office without tangible reasons; some employees always fail to give employer the required proper notice, they usually wait until the last minute before requesting for time off when they knew about the situation well in advance. This may likely hinder the employer to look for an alternative or replacement and may cause a great havoc to the business. Robertson (2020) asserted that many employees learn how to abuse programs that award them time off for vacation, sick leave and personal days.

Causes of Dishonesty in Business

Dishonesty in business can be caused by the following among others:

Lack of Personal Integrity: Some employees lack integrity; they can do anything to make money either in the right or crude way. Nonis and Swift (2001) asserted that among the reasons that lead to employee dishonesty is accumulated frustration at work, lack of personal integrity.

Low Morale: Dishonesty in the workplace can be caused by low morale. Low morale can be as a result of employees' dissatisfaction with the nature of the work or working condition of the organisation. Job dissatisfaction may likely trigger dishonesty behaviour among the employees.

Disgruntled Employees: Employees who believe that they were underpaid may feel inclined to steal from the company or involve in one form of lies or the other in order to acquire undeserved income. Some employees feel that the organisation does not offer sufficient career training and development; and due to this reason their production rate may drop and employee absenteeism increases.

Low Wages and Salary: When organisations' wages and salary are lower than their competitors; employees may not be interested to perform to expectation and due to this reason they may involve in dishonesty behaviour by defrauding the organisation. Zhang (2008) and Matuszewski (2010) found that employee theft decreases when wages rise relative to other comparable retail stores.



Lack of Motivation or Rewards: Every employee expects the management or employer to provide incentive that will motivate them to increase their level of productivity; either through intrinsic or extrinsic motivation. An employee who is motivated by the executive may not involve in dishonest behaviour. Companies should strive to establish a culture of honesty by establishing a code of conduct that sends an explicit message to all employees that honesty will be rewarded and dishonesty will not be tolerated (Dunn & Schweitzer, 2005; Vardi & Weitz, 2004). Buttressing this, Nagin, Rebitzer, Sanders and Taylor (2002) found that call center workers who feel well treated cheat their employer less.

Consequences of Business or Workplace Dishonesty

Businesses need to be proactive when it comes to addressing dishonesty. Workplace dishonesty not only costs businesses valuable time and resources, but it also has a negative impact on the company. The following are some of the consequences of business or workplace dishonesty.

Loss of Revenue: Dishonest behaviour by the employees may lead to loss of revenue since the income that supposed to be used for business expansion has been stolen by an individual; business profitability may be reduced and this may lead to business liquidation.

Reduction in the Level of Productivity: Employee's dishonesty may lead to reduction in the level of productivity in a situation in which larger percentage of the revenue has been stolen by the employees. This means that the organisation may not have enough money to produce goods; this may negatively affect the profit maximisation of the business and the sustainability of the business enterprise.

Destroy or Loss of Business Reputation: One of the consequences of dishonesty is loss of business reputation. Business reputation may be ruined due to employees' misconduct, lack of ethics and dishonesty. Having the knowledge of knowing what is expedient and what is right creates a good reputation. Unfortunately, a single person can destroy business reputation overnight. Expediency such as ethical lapses, white lies, and stealing among others can destroy the business reputation or goodwill. Trevino (2018) asserted that loss of reputation could lead to several major issues like loss of customer, discontinued partnership, stocks fail, and employee resignation. Workplace theft and fraud are wrong and can harm organizations, other employees, customers, and business reputation (Hayes, 2008).



Lack of Trust: Trust is a fragile glass that once broken, it will be impossible to restore it to its original state. Workplace dishonesty in business is typically caused by deceptive behaviour and it is contagious. Although, employees emulate dishonesty behaviour from their colleagues or contemporaries; when an organisation or business loses its trust, it loses its entire operations because all the stakeholders may not have trust in the business and may lead to business liquidation. In a situation where employee cannot be trusted; the employer may not want to assign responsibilities to a dishonest employee because such employee may disappoint the employer and later bring the employer's business into disrepute. Roodt (2018) trust is therefore of paramount importance to sustain the employer-employee relationship.

Demise of the Business: The greatest havoc dishonesty can do to business entity is demise of the business. Dishonesty can lead to demise of the business if not controlled at the right time because for business to enjoy long life-span; the employees are expected to desist from dishonest behaviour. Hayes (2008) found that stealing by the employees is in a variety of ways, but the result is always the same: loss of profits, low morale, and even the demise of an entire business.

Conclusion

Honesty is the root of business ethics. Office Technology and Management graduates and other stakeholders are expected to exhibit the trait of honesty because true success comes through honest behaviour or act. Dishonesty destroys the trust relationship between the employer and employee. Once the trust relationship has been destroyed, the employment relationship cannot be salvaged and/or repaired. Nothing that the employee does after the dishonesty has been discovered will not be recognised or appreciated by the employer. However, honesty is easier said than done. To truly live a life of integrity, individual needs to strongly believe that honesty is certainly the best policy. Dishonesty leads to reduction in the level of productivity, lack of trust, and demise of the business among others.

Recommendations

Based on the conclusion, the following recommendations are made:

Employers should develop an environment in which honest and open communication is encouraged by both the managers and employees; and that employees should be aware of the potential consequences of dishonesty to their employer.

The employer or management should make it known to the employees that every dishonest behaviour must attract punishment depending on the level of



such dishonest act; some situations may warrant little disciplinary action whilst, some may warrant total dismissal from work. Employer should make thorough investigation on any dishonest behaviour in order to ensure that all the information necessary to make a reasonable decision regarding further action are gathered.

The manager should use monitoring devices such as Closed Circuit Television (CCTV) and also adopt the use of monitoring techniques to encourage employees to monitor one another such as the use of incentive or award systems. Even creation of an environment that expects employees not only to work hard and have fun but also to monitor and report the illegal or suspicious activities of other employees. Management should enable employees to understand that the identity of anyone who reports dishonesty, theft, and other deviance behaviours on the part of another employee will be held in strict confidence.

Employers, supervisors, managers, and executives should endeavour to lead by example; when they lead by example, others will emulate them. Employees should realise that dishonest behaviour destroy the reputation and integrity of an individual and the organisation; and should endeavour not to involve in such act in order to maximise the profitability of the business.

Chief Executive Officer (CEO) or Business owners should be vigilant in enforcing comprehensive policies which outline different acts of dishonesty and the consequences for employees who violate those policies. Office Technology and Management graduates should endeavour to motivate their employees with either intrinsic or extrinsic motivational incentives depending on the one that serve as motivational incentive for such employee in order for the employee to desist from dishonesty behaviour.

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PERCEIVED STRATEGIES TO PROMOTE SCHOOL INDUSTRY COLLABORATION FOR IMPROVING SKILLS AMONG BUSINESS EDUCATION STUDENTS IN DELTA STATE

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Abstract

The study focused on perceived strategies to promote school- industry collaboration for improving skills among Business Education students in Delta State. Two research questions and two hypotheses guided the study. The study adopted a descriptive survey design. The population of the study consisted of 41 Business Educators from Delta state University Abraka and Delta state Polytechnics Ogwashi-Uku and Ozoro. A structured questionnaire with a 4 point rating was used to obtain data. The instrument was subjected to validation by three experts and a pilot test was conducted to obtain reliability coefficient of 0.82 using Cronbach Alpha formular. With the help of two research assistants, 41 copies of the instrument were administered and retrieved for analysis. Mean and standard deviation were used to answer the research questions while analysis of variance was used to test the null hypotheses at 0.05 level of significance. The study revealed that school-industry collaboration will be of immense benefits to schools (Universities and Polytechnics). It recommended among others that there is the need for a renewed policy by both the Federal and state Governments to make industries absorb students for SIWES with a view to training students to acquire better industrial skills.

Keywords: Business Education, Strategy, Collaborative Strategy, Skills.

Introduction

Business Education is an aspect of Technical and Vocational Education and Training which is used as a comprehensive term referring to those aspects of the educational process involving in addition to general education. The study of technologies and related sciences and the acquisition of practical skills, attitudes understanding and knowledge relating to occupation in various sectors of economic and social life. Technical and vocational education is further understood to be an integral part of general education, a means of preparing for occupational fields and for affective participation in the world of work; an aspect of lifelong learning and preparation for



promoting environmentally sound sustainable development and equally a method of alleviating poverty (FRN 2012). As an integral part of Vocational Education, Business Education programme prepares students for entry into and advancement in jobs within business and prepares them to handle their own business affairs to function intelligently as consumers and citizens in a business community (Igboke & Okoro 2015.) Smith (2002) described Business Education in its broad sense as training that enable one to carry on successfully a socially useful occupation. This means Business Education is training for useful employment in trade and industry. It is a training in which the recipient acquires skills with which to earn a living and to be useful to his society. Skill according to Karl (1996) is the ability to carry out a task with determined results often with a given amount of time, energy, or both. He added that having knowledge of skills required in the workplace gives an individual a clear guide of what is expected of him in terms of performance. The workplace is changing daily because of technology which has brought with it broad range of skills, the Business Education student need various skills, such as hard, soft and conceptual skills to engage meaningful and to contribute to society.

Strategy is a plan for a particular purpose. According to Ghemawat and Pankjet in Okanazu (2018), strategy is viewed as the direction and scope of an organization over the long-term, which achieves advantage for the organization through its configuration of resources within a changing environment and fulfills stakeholders' expectations. It is a set of goals and objectives of an organization including major programmes of action chosen to reach those goals and objectives. Watters (2016) describes collaborative strategy as the synergy between the strategy of business and the strategy of partners to realize objectives. Through collaboration according to Watters, companies collaborate with partners, vendors and customers to build synergy at strategic level to grow their business. In the light of the above, the desire of business education to produce skilled graduates to meet the demands of a fast growing society can be achieved through deliberate collaboration with industries.

According to Olorunfemi, and Ashaolu in Uchena, Okeke- Okonkwo and Ifi (2018), a functional business education programme requires effective partnership with relevant industries which graduates will serve. Although in Nigeria, business education students are expected to be exposed to students industrial work experience scheme (SIWES) and Teaching Practice (TP), the experience students acquire from these schemes are barely adequate to their training needs. The student industrial work experience scheme and teaching practice are design to create a formidable link



between Universities, Colleges of Education and Polytechnics in order to bridge the gaps between theory and practice thereby exposing students to out-of-classroom experiences and enable students to understand the world of work experiences and to build their capacity for entrepreneurship or self-employment. As school to work programme that should ensure smooth transition of students to industry and business institutions, these programmes have not been able to impact successfully on the nation. As rightly observed by Uchenu, Okeke-Okonkwo and Ifi (2018), their activities have been less impactful due to inadequate students placement, lack of supervision and rejection of student trainees, in some cases by public institutions, local and multi-national organizations. As a result, such linkages have become ineffective in achieving its objectives of industrial orientation that should lead to better career choice in entrepreneurship. The inability of the SIWES programme to achieve reasonable success not only make graduates of business education to lag behind in essential skills which may be required in industries but has also deter them from having adequate knowledge to venture into business.

Internationally, government and industry stakeholders have actively pursued collaborative arrangement with schools, such arrangement operate through policy and funding mechanisms. This is also done to address needs of a post-industrial age knowledge economy and to provide a range of benefits for enhance innovation and improve social educational outcomes for Learners and employees groups (James, Hitendra & Flynn 2016). Supporting this view, Waters (2016) stated that collaboration within schools and industries allows for efficient skill building in the students. It can help address supply of educational services to geographically dispersed locations which solves some of barriers and co-ordinations difficulties for rural and remote students and perhaps help the education sector to keep pace with knowledge innovation, new work practices and products, with innovative education solutions. Watters added that there are evidence in a business context that partnership collaboration allow convergence of partners perspectives which can result in innovative education ideas, directly relevant to their respective workforces, hence co-produced educational programmes which create genuine and direct value for both the school (students as ultimate beneficiaries) and for industry. It also provides access to resources that are beyond the financial capacity of schools. These resources include equipment that is industry standard, which is in contrast to simple options available in school laboratories and workshops as well as personnel who are experts in their respective fields. Finally, according to Watters, innovative contextualized industry based curriculum can produced knowledge transfer and workplace



readiness of potential employees as it is a platform for recruitment of future employees, so it is a win-win collaborations for both the institution and the industry. A secondary benefit to industry is the opportunity to influence school curriculum with the aim of better aligning future employees with the skill needs of industry.

In Nigeria there is lack of collaboration between industry and institutions and this is really a serious problem hampering the performance of Business Education students as the students do not have much opportunity to learn practical techniques which will enable them to acquire skills related to their future jobs. School- industry collaboration is achieved in several ways through mentorship, research and development, technology transfer and internship work placement (Jackson 2015) Collaboration is important not just because it is a better way to learn, learning to collaborate is part of equipping oneself for effectiveness, problem solving, innovation and life-long learning in an ever-changing networking economy (Nakagawa, Takata, Kato, Matsuyaki & Matsuhashi 2017). It is therefore important for institutions of higher learning to seek to enhance students' skills and ensure a smooth and effective transition through collaboration. Apart from students' industry work experience scheme, Business Education programmes could be improved through knowledge transfer and collaboration in research.

Statement of the Problem

There is dearth of skilled manpower due to the nature of courses offered in institutions of higher learning which are not always in tandem with the current need of the society. Technology today is moving faster than what the Universities, Polytechnics and Colleges of Education are offering and many higher institutions are far removed from the machines and equipment used in industries today as a result graduates from higher institutions do not have the pre-requisite to be gainfully employed, neither are they ready for self employment. The SIWES programme as a strategy to acquire skills has experienced failure in so many areas of its operation. The supervision component for instance (industrial and institutional) are no longer taken seriously, the students as well are not mindful of the exercise. The desired need to face the reality in the current advances of the use of technology in all facets of human endeavours, especially in the field of Business Education has compelled scholars to focus on school-industry collaborative strategies in the expectation that such collaboration will close the gap between classroom experiences and employers expectation.



Research Questions

The following research questions guided the study.

What are the perceived school-industry collaboration strategies for improving skills among Business Education students in Delta State

What are the perceived challenges affecting adequate school-industry collaboration for improving skills among Business Education students in Delta State.

Hypotheses

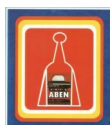
The following null hypotheses were tested at 0.05 level of significance.

Business Educators in Universities and Polytechnics do not differ significantly in their mean ratings on perceived collaborative strategies for improving skills among Business Education student in Delta State.

Male and female Business Educators do not differ significantly on the perceived challenges affecting adequate school-industry collaboration for improving skills among Business Education students in Delta State.

Methods

Descriptive survey research design was adopted for the study. The population comprised 41 Business Educators in Delta State University, Abraka and Delta state Polytechnics, Ogwashi-Uku and Ozoro. A Questionnaire with two sections of 28 items was designed and used for the study. The instrument for the study was validated by three experts from Ebonyi State University, Abakaliki. To establish the internal consistency of the instrument, a pilot test was conducted and Cronbach Alpha was used to test the data retrieved using the application of statistical package for social sciences (SPSS). The analysis yielded a co-efficient score of 0.82 and 0.85 respectively. The administration of the instrument was carried out with the help of two research assistants. Data collected regarding the research questions were analyzed using mean and standard deviation while t-test was used to test the null hypotheses at 0.05 level of significance. In order to determine strategies to promote school-industry collaboration for improving skills among Business Education students, the questionnaire was structure on a four point rating scale with response categories as “Strongly Agreed (SA) = 4, Agreed (A) = 3, Disagreed (D) = 2, and Strongly Disagreed (SD) = 1. The mean rating of 2.50 was used for decision regarding research questions. Items with mean value of 2.50 and above were considered as agreed while items with mean values below 2.50 were considered disagreed.



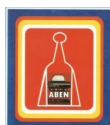
Results

Research Question 1

What are the perceived school-industry collaboration strategies for improving skills among Business Education students in Delta State?

Table 1: Mean and standard deviation of perceived industry collaboration strategies for improving skills among Business Education students in Delta State.

S/N	Items on perceived strategies to improve skills	Mean	SD	Decision
1	Formation of joint ventures between schools/Business Education department and industries.	3.51	0.66	Agreed
2	Inviting experts from industry to schools as resources persons to demonstrate skills and production techniques to business education department	3.67	0.61	Agreed
3	Deliberate policy for students to be absorbed by industries for SIWES.	3.76	0.56	Agreed
4.	Entering of agreement of jointly sharing of instructional training facilities between industries and schools	3.77	0.55	Agreed
5.	Extending SIWES beyond the stipulated six months to one year for students in the Universities	3.09	0.82	Agreed
6.	Monitoring /supervising ND students who are in one year attachment as if they are continuing students.	3.89	0.45	Agreed
7.	Increase institutional /organizational awareness and recognition of the value of collaborative research activities.	3.45	0.79	Agreed
8.	Organizing conference for both students and Business Educators.	3.51	0.66	Agreed
9	Organizing workshops for students	3.21	0.76	Agreed
10.	Involving industry experts to address students during orientation.	3.11	0.96	Agreed
11	NUC and NBTE should allow Universities Polytechnics to enrich their local content in order to meet the present trend	3.01	1.c01	Agreed
12.	There should be more effective use of talents and synergy among collaborative bodies in the area of entrepreneurship programmers.	3.42	0.80	Agreed
13	Proper orientation of business education students before commencement of industrial training	3.21	0.76	Agreed
14	Free dissemination of output of research.	3.17	0.85	Agreed
15	Encouraging and allowing students to visit industries on excursion	3.79	0.52	Agreed
16	Schools and industries should partner in innovative activities to develop new products services	3.61	0.62	Agreed
17	Organization of learning experiences for Business education programme based on industry needs.	3.61	0.65	Agreed
Grand mean and standard deviation		3.45	0.70	Agreed



Data in Table 1 reveals that respondent were unanimous in their responses to all the items listed with a grand mean of 3.45 which is above the mean scores fixed decision value of 2.50 and also with the standard deviation range from 0.45-1.01 which indicates low variability in the responses, this indicates that respondents perceived all the items for the study as important in promoting school industry collaboration for improving skills among business Education Students in Delta State.

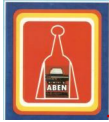
Research Question 2

What are the perceived challenges affecting school- industry collaboration for improving skill among Business Education Students in Delta State?

Table 2: Mean and Standard deviation of perceived challenges affecting school industry collaboration for improving skills among Business Education Student in Delta State

S/N	Items on perceived challenges	Mean	SD	Decision
1	Differences between the values, objectives, and missions of schools and industries	3.74	0.57	Agreed
2	Low commercialization of higher institution research	3.88	0.45	Agreed
3	Lack of trust among collaborations	3.71	0.57	Agreed
4	Near absence of effective collaboration	3.67	0.61	Agreed
5	Lack of fund by industries to imitate collaboration work with schools	3.29	0.70	Agreed
6	Lack of motivation and entrepreneurship spirit among academics	3.40	0.64	Agreed
7	Absence of reliability contractual negotiation among schools and industries	3.09	0.82	Agreed
8	Lack of interest and motivation in school which also affects student's interest	2.97	1.21	Agreed
9	Absence of clear expectation for the collaboration among stakeholders.	3.10	0.94	Agreed
10	Difference in management culture of schools and industries especially in financial management	3.21	0.41	Agreed
11	Institution of learning structures not adopted to the needs of industries collaboration	2.50	0.91	Agreed
Grand mean and standard deviation		2.99	0.71	Agreed

Data in table 2 reveals that respondents rated all items for the study as agreed. With a grand mean of 2.99 which is above the fixed decision value of 2.50, and also with a standard deviation which ranges from 0.41-1.21, which indicates low variability in



the responses showed that respondents agreed that items' listed are perceived as challenges affecting school-industry collaboration for improving skills among Business Education students in Delta state.

Hypotheses

HO₁, Business Educators in universities and those in polytechnics do not differ significantly on their mean rating on perceived collaborative strategies for improving skills among business education students in Delta State.

The data collected on perceived collaborative strategies for improving skills among business education students was subjected to analysis of variance so as to test hypothesis 1.

Table 3: *t-test Result on Perceived Collaborative Strategies for Improving Skills among Business Education students.*

Variables	No	Mean	SD	DF	t-cal.	T-crit.	Decision
Bus. Educators in university	13	3.10	0.63	39	1.06	1.96	NS
Bus. Educators in Polytechnics	28	2.91	0.68				

Table 3 reveals that the overall t-calculated is 1.06, which is less than t-critical of 1.96 at 0.05 level of significance and at 39 degree of freedom (df). Therefore there was enough evidence not to reject the null hypothesis of no significant difference between the respondent of Business Educators in the University and Business Educators in Polytechnics on perceived collaborative strategies for improving skills among Business Education Student in Delta State. This indicates that the null hypothesis was accepted.

HO₂: Male and female Business Educators do not differ significantly on the perceived challenges affecting schools-industry collaboration for improving skills among Business Education Students in Delta State.

The data collected on perceived challenges affecting school-industry collaboration for improving Business Education Students in Delta State were subjected to analysis of variance so as to test hypothesis 2.

Table 4: *t-test result on perceived challenges affecting school-industry collaboration for improving skills among Business Education Students in Delta State.*

Variables	No	Mean	SD	DF	t-cal.	t-crit.	Decision
Males	22	3.01	0.61	39	1.35	1.96	NS
Females	19	2.94	0.64				



Table 4 reveals that the overall $t_{\text{calculated}}$ was 1.35 which was less than t_{critical} value of 1.96 at 0.05 levels of significance and 39 degree of freedom (df). Therefore, there was enough evidence not to reject the null hypothesis. This implies that the null hypothesis which started that there is no significance difference between male and females Business Educators on perceived challenges affecting school-industry collaboration for improving skills among Business Education students in Delta State was accepted.

Discussion

Table 1 reveals that Business Educators in University and polytechnics agreed to all the items presented for the study as perceived strategies for promoting schools-industry collaboration for improving skills among Business Education Student in Delta State. The grand mean of 3.27 was above the mean score mixed value of 2.50. Test of Hypothesis 1, reveals that the $t_{\text{calculated}}$ values of 1.06 with a degree of freedom of 39 was less than the t_{critical} of 1.96, this implies that the null hypothesis was accepted. The finding supports the result of Emeasoba and Ezeani (2018) which states that there are benefits of collaboration between the universities and business sectors.

Table 2 reveals that respondent agreed to all the items as challenges affecting school-industry collaboration for improving skills among business education students in Delta State. The grand mean of 2.99 which is above the boundary limit of 2.50, implies that respondents perceived items listed as challenges affecting school-industry collaboration for improving skills among business education students in Delta State.

Test of hypothesis 2 shows that overall $t_{\text{calculated}}$ of 1.35 was less than t_{critical} value of 1.96 as 0.05 level of significant, this also implies that the null hypothesis was accepted. The findings support the results of Tsignab (2013) which stated that internal and external constrain impedes school-industry linkage.

Conclusion

Based on the findings of this study, school-industries collaborative research will be of immerses benefits to the higher institutions especially Business Education department. From the Business educators perspective, there is the need for the formation of joint ventures between schools and industries and that a deliberate policy for students to be absorbed by industry for SIWES program with the zeal in both academic and industrial supervision is necessary in order to build skills, knowledge and confidence in students.



Challenges to school-industry collaboration where viewed as difference between values, objectives and missions for schools and industries, lack of trust and lack of interest and motivation in schools which also affect students interest. Other challenges include differences in management culture of higher institutions and industries in financial management and institutions of higher learning structures and non adaptation to the needs of industrial collaboration.

Recommendations

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

There is the need for a renewed deliberate policy by the federal, state and local government to make industries to absorb students for SIWES program in order to train them for better industrial skills acquisition.

There is the need for school to re-design the work scheduled for SIWES unit to include a broad team that will initiate plans, arranged for students placement according to areas of study and arrange for evaluation. The unit should be empowered to negotiate with industries on favourable terms that will arouse school, students and industries interest in continuous collaboration.

In entering into negotiation with industries, schools and industries should look beyond students industrial work scheme but also seek better ways the industries can assist in providing some needed resources such as equipment and experts from the industries to assists the school. Also the industries can use such opportunities to influence schools to tailor their curriculum to align to industries needs. This will help to produce students with required industrial skills.

Institutional research carried out that will be of benefit to both industries and government should be advertise and made known to the public. This may motivate both individuals and industries to put interest in contributing to schools and it will help in school industry collaboration.

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ADMINISTRATIVE SUPERVISORS' ASSESSMENT OF WORD PROCESSING AND SPREADSHEET COMPETENCIES POSSESSED BY OFFICE TECHNOLOGY AND MANAGEMENT GRADUATE WORKERS IN NORTH-WEST NIGERIA POLYTECHNICS

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Abstract

Persistent complaints by employers of labour regarding ineffective work performance by graduates of Office Technology and Management (OTM) from Nigerian polytechnics in the current technology-driven era necessitated this study to determine administrative supervisors' assessment of word processing and spreadsheet competencies possessed by graduates of the programme who work in North-West Nigeria Polytechnics. Descriptive survey research design was used for the study. Two research questions guided the study and four null hypotheses were tested. Population of 378 administrative supervisors in all public polytechnics in the area was studied without sampling. A structured 5-point rating scale questionnaire containing 35 items in two clusters which was validated by experts was used for data collection. Split half method was used to establish the reliability of the instrument with Pearson Product Moment Correlation Co-efficient and a co-efficient value of 0.86 was obtained. Mean and standard deviation were employed to answer the research questions and determine the homogeneity of the respondents' views while t-test was used to test the null hypotheses at 0.05 level of significance. Findings revealed that the OTM graduate workers very much possessed competencies in the two applications. Gender and institution ownership influenced the respondents' views. Based on the findings, it was concluded that OTM graduate workers in polytechnics in North-West Nigeria possess relevant competencies in the two mostly used modern office applications for effective work performance. It was, therefore, recommended among others that these graduate workers should apply their skills suitably in their duty performance in order to enhance their relevance as well as discover other applications where they have lapses for upgrade. Management of the polytechnics and other employers of OTM graduates should ensure the availability of functional computers and regular power supply to facilitate effective use of computer applications by their employees.



Introduction

Office Technology and Management (OTM) programme came into being in 2004 and replaced the old secretarial studies curriculum which was found inadequate for the demands of employers of labour in the information and communication technology era. Esene (2014) asserted that the OTM curriculum is an improvement of the old curriculum with emphasis on exposure to modern trends of acquiring knowledge and skills through the use of technological equipment and resources. The curriculum consists of four main components, covering general education/studies, foundation courses, professional courses and student industrial work experience scheme (SIWES). According to Ndinechi and Okoro, (2013), this was aimed at producing hybrid administrative professionals who can respond to the demands of a dynamic and intensely computerized work place. The objectives of the programme, as stipulated by the National Board for Technical Education (NBTE, 2004), include to:

Equip the students with office/secretarial skills and competencies essential for employment into any of computerized office.

Expose students to industrial work experience scheme that will give them the chance to demonstrate and practicalize their skills.

Pave way for the students to further their academic pursuit and

Develop in the students an occupational intelligence that will make them versatile and adaptable to the changing situations in the world of work.

In line with the above, Baba and Akarahu (2012) pointed out that the OTM aims at producing competent graduates with appropriate skills, abilities and competencies, both mental and physical, as equipment for the individual to live and contribute to the development of the society.

An administrative supervisor is a higher officer in an organization who has other workers as subordinates and motivates, directs and controls their activities towards achieving the set goals and objectives of the organization. James (2013) explained that an administrative supervisor being a professionally trained employee, is in charge of developing and promoting harmonious working relationship with and among his subordinates thereby directly influencing their self-confidence, morale and productivity. This means that administrative supervisors are in a position to oversee duty performance of OTM graduate workers under them to assess the level at which they possess required competences to effectively do their jobs. Abdullahi (2012) maintained that {an} administrative supervisor is a person who oversees someone's works or the work done by others. In essence, administrative supervisors



are usually authorized to recommend and or effect hiring, discipline, promoting, punishing/rewarding and other activities associated with personnel management in organizations. The administrative supervisor can be a member of the management team that plans, organizes, directs, coordinates and controls the activities of an organization toward the achievement of stated goals and objectives. In the context of this paper, administrative supervisors are principal officers in the polytechnics who have secretaries attached to them.

Secretaries or administrative assistants are personnel who provide administrative support to senior officers to ensure that the entire organization or its units function effectively and efficiently for enhanced productivity. They provide services such as typesetting office documents, receiving and treating routine office mail, making arrangements for meetings and recording minutes of meetings among others. It was in the light of these that Bachino (2010) posited that a secretary must document essential actions and events taking place in the organization where he serves in fulfillment of his functions. Ezenwafor (2013) asserted that secretarial staff are the category of office personnel concerned with proper maintenance of office information processing covering creating, disseminating, storing, retrieving and modifying different types of office documents. In congruence to the above assertion, it has become imperative that such personnel should possess competencies in the use of different equipment and resources used in processing of office information such as the computer and modern office applications. Furthermore, Arora (2014) observed that a secretary is the personnel who perform a wide variety of responsibilities which could be confidential or complex in public, academic or private institutions.

Competency is the ability to carry out responsibility as expected. It is the acquired knowledge, skills and procedure that enable workers to meet established performance criteria in organizations. Okolocha and Olanye (2015) viewed computer application competency as the ability to use correct procedure to manipulate the machine software as required in order to obtain results. Computer applications include word processing (Microsoft Word) and spreadsheet among others. Microsoft word (MS Word) is a computer word processing application that allows the user to typeset textual materials or documents such as letters, memoranda, reports, circulars or minutes of meetings. It is one of the most sophisticated word processing programs available to today's users which is easier than ever to efficiently create a wide range of business and personal documents from the simplest letter to the most complex report (Gupta, 2010).



Microsoft Word is relevant to secretarial profession because it allows storage of document, file or folder as well as retrieval for printing or modification. Ndinechi and Ementa (2013) explained that word processing functions are associated with standard editing facilities, which involve inserting, deleting and amending text. It has text enhancement functions such as centering, bolding, italicizing, underlining and alignment of text. The authors maintained that the application possesses text manipulation function of search and replace, word count and auto referencing, text formatting capabilities such as tabs, margin, page layout and mail merge. All these features make word processing very relevant for secretaries by enhancing their effectiveness and efficiency in duty performance, hence the need for relevant competencies. Okoye (2012) affirmed that with MS Word, a clean, accurate and quality document can be produced by secretaries. The application serves as an important tool for the secretary or OTM graduate workers in achieving increased productivity in the office due to its ability to regulate the font size, adjust margins on all sides and adjust line space to suit users' needs.

Microsoft Excel (MS Excel) is a commercial spreadsheet application developed and distributed by Microsoft Corporation. Azih (2010) posited that MS Excel is the computer equivalent of a paper ledger sheet with a lot of calculation capabilities. Excel provides features for scrolling vertically and horizontally using the scroll bar to move around the worksheet being created or modified. Like other MS applications, Excel has a status bar that displays various worksheets (Sheet 1, Sheet and others) in a workbook. It consists of a grid made from columns and rows where the user can make entries and manipulates them quickly and easily. The user can scroll through the entire worksheet using the mouse, scroll button or scroll bar. Ehesienmen (2012) explained that spreadsheet is a programmable application with grid of rows and columns forming cells into which data are usually entered using the keyboard.

Supporting Azih (2010) and Ehesienment (2012) on the features of spreadsheets, Roy (2012) observed that easy calculation, tabulation and programming with the application enables users to achieve desired objectives. Additionally, Dan (2014) regarded spreadsheet as a powerful application that handles much larger set of numerical data in a greater speed. Consequently, spreadsheet competencies are invaluable assets to the secretary/OTM graduate worker in effective and efficient office duty performance.



Statement of the Problem

Office Technology and Management (OTM) curriculum aims at equipping the graduates with office and ICT skills that will enable them to perform effectively in any organization. In today's technological era, there is the need for graduates to possess ICT skills in order to secure and perform well in employment. In line with this, OTM graduates are expected to possess both practical and theoretical skills in ICT based aspects of the curriculum in order to fit properly into the office of any computerized organization and competently perform the functions of a secretary as recommended by the National Board for Technical Education (2004).

However, there are emerging challenges regarding the OTM graduate workers exposure on word processing and spreadsheet applications. These applications are those that the graduates receive training on, with expectation of demonstrating positive learning outcome in the office. Ernest (2010), reported that OTM graduates who are not trained with new technologies could not have performed as expected in modern office and would stand the risk of losing jobs. In confirmation of the above, Grace (2015) observed that, most OTM graduate workers in south-west of Nigeria were not performing as expected due to either inadequate modern training facilities or teachers exposure to use modern machines. This, according to the author, will surely mar the environmental replication of work in their training institutions. This stimulated some supervisors of the products of this programme, after assessing the competencies of the graduates on word processing and spreadsheet to recommend that greater emphasis be placed on teaching the computer based courses so that the graduates can become more competent in their use.

The problem of this study is that, the Polytechnics that churn out these graduates year-in year-out do not seem to have assessed knowledge of their competency level on word processing and spreadsheet to confirm the view of other employers. Since the Polytechnics in north-west Nigeria employ some of these OTM graduate workers, it is considerably necessary that their administrative supervisors should assess them on the two applications; which are very vital to their regular functions, to ascertain their competency for an improved productivity in an office.

Research Questions

The following research questions guided the study:

What is administrative supervisors' assessment of word processing competencies possessed by OTM graduate workers in Polytechnics in North-West Nigeria?



What is administrative supervisors' assessment of spreadsheet competencies possessed by OTM graduate workers in Polytechnics in North-West Nigeria?

Hypotheses

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

Male and female administrative supervisors in polytechnics in North-West Nigeria do not differ significantly in their mean ratings on word processing competencies possessed by OTM graduate workers.

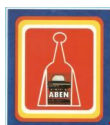
Administrative supervisors in federal and state polytechnics in North-West Nigeria do not differ significantly in their mean ratings on word processing competencies possessed by OTM graduate workers.

Male and female administrative supervisors in polytechnics in North-West Nigeria do not differ significantly in their mean ratings on spreadsheet competencies possessed by OTM graduate workers.

Administrative supervisors in federal and state polytechnics in North-West Nigeria do not differ significantly in their mean ratings on spreadsheet competencies possessed by OTM graduate workers.

Method

Descriptive survey research design was used for the study. The area was North-West Nigeria consisting of seven states namely; Kano, Katsina, Kaduna, Kebbi, Jigawa, Sokoto and Zamfara States. Population consisted of 378 administrative supervisors (Rectors, Registrars, Directors, Senior Administrative officers, Co-coordinators and Heads of Departments and Units) in all polytechnics in the area. The entire population was studied without sampling. The instrument for data collection was a 5-point Likert type structured questionnaire titled "Office Technology and Management Graduate Workers Competencies Questionnaire (OTMGWCQ)". The instrument was validated by three experts from Nnamdi Azikiwe University, Awka. The reliability co-efficient value of 0.86 was obtained using split half method with Pearson Product Moment Correlation Co-efficient. The researchers administered the instrument with the help of three research assistants who work in the polytechnics and 325 copies (representing 86 percent) were retrieved and used for analysis. Data collected were analyzed using mean and standard deviation to answer the research questions and determine the closeness of the respondents' mean ratings while t-test was used to test the null hypotheses at 0.05 level of significance. A null hypothesis was accepted where the p-value was equal to or greater than the alpha level of 0.05 and rejected where the p-value was less than the alpha level. The analysis was done with the Statistical Package for Social Sciences (SPSS) version 16.



Results

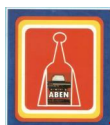
Table 1: Respondents' mean ratings on word processing competencies possessed by OTM graduate workers in North-West Nigeria Polytechnics N=325

S/N	Word processing competencies	$\bar{X}$	SD	Remarks
	Ability to:			
1	Use quick access tool box	4.74	0.72	Very Much Possessed
2	Insert or draw tables	4.59	0.75	Very Much Possessed
3	Use symbols when needed in documents	4.58	0.67	Very Much Possessed
4	Insert header and footer in documents	4.53	0.69	Very Much Possessed
5	Insert shapes or pictures in documents	4.87	0.70	Very Much Possessed
6	Paginate documents	4.82	0.63	Very Much Possessed
7	Beautify text/documents with borders	4.07	0.82	Much Possessed
8	Use footnote and indexing	4.82	0.64	Very Much Possessed
9	Use cross referencing	4.57	0.68	Very Much Possessed
10	Use different number formats for tables of contents	4.83	0.63	Very Much Possessed
11	Work with tables	4.58	0.67	Very Much Possessed
12	Address envelops and labels	4.71	0.70	Very Much Possessed
13	Merge mails suitably	4.82	0.64	Very Much Possessed
14	Use documents review for editing	2.64	0.80	Moderately Possessed
15	Proof read documents	4.58	0.69	Very Much Possessed
16	Track changes in document	4.60	0.69	Very Much Possessed
17	Protect document with passwords	4.57	0.68	Very Much Possessed
18	Use shortcut keys	4.88	0.70	Very Much Possessed
Cluster mean		4.55		Very Much Possessed

Table 1 shows all the 18 listed word processing competencies, but two had mean scores of 2.64 and 4.07 which shows that they are much possessed while the mean scores for the remaining 16 competencies range between 4.53 and 4.88 which shows that they are very much possessed by the OTM graduate workers. The cluster mean score of 4.55 shows that the administrative supervisors in North West Nigeria Polytechnics assessed their OTM graduate workers as possessing word processing competencies very much. Standard deviations for all the items are within the same range meaning that the respondents were homogenous in their views.

Table 2: Respondents' mean ratings on spreadsheet competencies possessed by OTM graduate workers in North-West Nigeria Polytechnics N = 325

S/N	Spreadsheet processing competencies	$\bar{X}$	SD	Remarks
	Ability to:			
1	Use data alignment	4.63	0.85	Very Much Possessed
2	Use conditional formatting	4.01	0.94	Much Possessed
3	Use light and dark table style	4.52	0.89	Very Much Possessed
4	Sort and filtering data	4.69	0.80	Very Much Possessed



5	Use auto sum functions to perform calculations	4.57	0.84	Very Much Possessed
6	Use pivot table	4.77	0.71	Very Much Possessed
7	Use charts and bars to represent data	4.69	0.75	Very Much Possessed
8	Work with hyper links	4.43	0.90	Much Possessed
9	Use embedded objects	4.67	0.78	Very Much Possessed
10	Work with built-in themes	4.52	0.91	Very Much Possessed
11	Use scale to fit for entries in columns	4.54	0.90	Very Much Possessed
12	Use formula auditing	4.53	0.92	Very Much Possessed
13	Use logical functions	4.65	0.76	Very Much Possessed
14	Get external data from Access and web	4.59	0.85	Very Much Possessed
15	Freeze and unfreeze panes	3.87	1.21	Much Possessed
16	Edit data in worksheet	4.57	0.83	Very Much Possessed
17	Work with proof reading options	4.69	0.75	Very Much Possessed
Cluster mean		4.53		Very Much Possessed

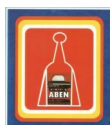
Table 2 reveals that 15 of the spreadsheet competencies listed had mean scores ranging from 4.52 to 4.77 which means that they are very much possessed by the OTM graduate workers while the remaining two items have scores of 3.87 and 4.01 showing they are much possessed. The cluster means score of 4.53 shows that administrative supervisors in North-West Nigeria polytechnics assessed their OTM graduate workers as possessing spreadsheet competencies very much. Standard deviations for all the items are within the same range showing that the respondents' were homogenous in their ratings.

Table 3: *t-Test analysis of male and female respondents' mean ratings on word processing competencies possessed by OTM graduate workers in North-West Nigeria Polytechnics*

Group	N	Mean	SD	df	Std	t-cal	P-value	α	Decision
Male	217	4.59	0.92	323	0.05	-0.33	0.00	0.05	Sig.
Female	108	4.57	0.82						

Table 3 shows that the p-value of 0.00 is less than the alpha level of 0.05 with the calculated t-value of -0.33 and 323 degree of freedom. This implies that male and female administrative supervisors differed significantly in their mean ratings on word processing competencies possessed by OTM graduate workers in north-west Nigeria polytechnics. Therefore, the null hypothesis was rejected.

Table 4: *t-Test analysis of mean ratings between respondents' from federal and state owned polytechnics in North-West Nigeria on word processing competencies possessed by OTM graduate workers*



Group	N	Mean	SD	df	Std	t-cal	P-value	α	Decision
Federal	145	4.51	0.97	323	0.04	-0.32	0.00	0.05	Sig.
State	180	4.65	0.78						

Table 4 reveals that the p-value of 0.00 is less than the alpha level of 0.05 with the calculated t-value of -0.32 and 323 degree of freedom. This implies that administrative supervisors in federal and state owned polytechnics in North-West Nigeria differed significantly in their mean ratings on word processing competencies possessed by OTM graduate workers. Therefore, the null hypothesis was rejected.

Table 5: *t-Test analysis of male and female respondents' mean ratings on spreadsheet competencies possessed by OTM graduate workers in North-West Nigeria Polytechnics*

Group	N	Mean	SD	df	Std	t-cal	P-value	α	Decision
Male	217	4.58	0.84	323	0.05	-0.32	0.00	0.05	Sig.
Female	108	4.63	0.76						

Table 5 shows that the p-value of 0.00 at 323 degree of freedom and calculated t-value of -0.32 is less than the alpha level of 0.05. This implies that male and female administrative supervisors in polytechnics in North-West Nigeria differed significantly in their mean ratings on spreadsheet competencies possessed by OTM graduate workers. The hypothesis was, therefore, rejected.

Table 6: *T-test analysis of mean ratings between respondents' from federal and state owned polytechnics in North-West Nigeria on spreadsheet competencies possessed by OTM graduate workers.*

Group	N	Mean	SD	df	Std	t-cal	P-value	α	Decision
Federal	145	4.57	0.75	323	0.05	-0.27	0.00	0.05	Sig.
State	180	4.61	0.84						

Table 6 shows that the p-value of 0.00 at 323 degree of freedom and calculated t-value of -0.27 is less than the alpha level of 0.05. This means that administrative supervisors in federal and state owned polytechnics in North-West Nigeria differed significantly in their mean ratings on spreadsheet competencies possessed by OTM graduate workers. The hypothesis was, therefore, rejected.



Discussion

Findings of the study showed that OTM graduate workers in North-West Nigeria polytechnics were assessed by their administrative supervisors as possessing word processing competencies very much. This finding agreed with Okolocha and Olannye (2015) who reported that supervisors in Delta State rated their secretaries (who are OTM graduates) as highly possessing word processing competencies. It is also in agreement with the finding of Duniya (2011) that OTM graduate workers in Kogi State polytechnics were rated by their supervisors as possessing word processing skills at a high extent. This finding could be as a result of OTM lecturers' proficiency in demonstrating the skills and effectively imparting the competencies to the graduate workers during their training. This is in line with the report of Ndinechi and Ementa (2013) that word processing skills were effectively taught by lecturers in tertiary institutions in Nigeria. It could also be as a result of the graduate workers' extra effort to enrich their proficiency level through engagement in private training or due to their regular usage of the application since word processing constitutes the major part of their routine tasks in the office.

The study also found that gender and institution ownership significantly influenced the mean ratings of administrative supervisors in Polytechnics in North-West Nigeria on word processing competencies possessed by their OTM graduate workers. This finding also agreed with that of Ndinechi and Ementa (2013) who reported that male and female business education students in South-East Nigeria differed significantly in their mean ratings on possessed word processing skills. On the other hand, the finding contradicted that of Duniya (2011) that gender did not influence the mean ratings of secretaries in federal and state polytechnics in Kogi State on their acquired word processing skills.

Findings of the study further revealed that OTM graduate workers in polytechnics in North-West Nigeria were rated by their administrative supervisors as possessing spreadsheet competencies very much. This finding agreed with Ezoem and Ndinechi (2014) who discovered that OTM graduate workers in government and private organizations in Delta State possessed spreadsheet processing competencies at a high extent. Also this finding corroborated that of Okolocha and Olannye (2015) that secretaries in government ministries in Delta State of Nigeria were rated competent in the use of spreadsheet application. This consistent report could be evidence that the OTM graduate workers were effectively taught the knowledge and skills in the use of spreadsheet during their training in line with the report of Okolocha and



Olannye that secretaries in government ministries in Delta State demonstrated spreadsheet competencies for efficient work performance especially for tabulation and related tasks. It could also be due to constant use of the application since it is a generally known fact that practice makes perfect. Interest could also have played a part in motivating the OTM graduate workers to seek and register for out of school training to enhance their spreadsheet competencies.

The findings further indicated that respondents differed significantly in their mean ratings on spreadsheet competencies possessed by OTM graduate workers in North-West Nigeria polytechnics as a result of gender and institution ownership. This finding contradicted the report of Okolocha and Olannye (2015) that gender did not significantly influence supervisors' mean ratings of spreadsheet competencies possessed by secretaries in government ministries in Delta State. The finding also disagreed with Ndinechi and Garba (2014) that male and female OTM students in North-West Nigeria polytechnics did not differ significantly in their mean ratings on their proficiency in spreadsheet processing.

Conclusion

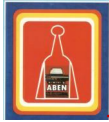
Based on the findings of this study, it was concluded that OTM graduate workers in North-West Nigeria Polytechnics possess relevant competencies for effective performance of their office functions contrary to the reports trending among some employers of labour that graduates of the programme perform poorly in employment due to lack such competencies. This implies that OTM lecturers in Nigeria polytechnics apply suitable pedagogies for expected learning outcomes to turn out competent graduates that can effectively perform assigned functions in employment.

Recommendations

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

The OTM graduate workers should continue to apply their word processing and spreadsheet competencies for effective work performance and engage in in-service training programmes to develop competencies in other modern office applications where they are lacking for enhanced productivity.

Administrative supervisors in North-West Nigeria polytechnics and their counterparts in other organizations should ensure that relevant ICT resources are provided and functional for use by OTM graduate workers for effective information processing and records management.



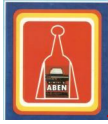
Administration supervisors in North-West Nigeria polytechnics and other organizations should recommend the approval of in-service training for their OTM graduate workers to update their competencies in other modern office applications that are relevant for their work performance.

- . 3. Management of the polytechnics covered and their counterparts in other areas should ensure that ICT resources are adequately available and functional in the OTM department for use by lecturers and students for practical exercises to maintain the quality of the graduates.

Other employers of OTM graduates should motivate their employees to improve on their computer application competencies by providing the resources and sponsoring them to in-service training programmes.

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DIVERSITY MANAGEMENT SKILLS REQUIRED IN THE 21ST CENTURY PUBLIC OFFICE IN NIGERIA

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Abstract

Public office in Nigeria has been a cardinal place where efforts at managing diversity using the instruments of quota system, zoning and federal character principle occur. This conceptual paper proposes the skills required to manage diversity in the 21st century public office in Nigeria. Literature review approach was adopted and, beginning with introduction, it explored key concepts, origin and approaches to diversity management. The origin of diversity management in the Nigerian public office was also x-rayed and the review showed the need for acquisition of 21st Century skills in managing diversity. Consequently, the author proposed the skills required to manage diversity in the 21st century public office in Nigeria as basic workplace skills; 21st Century skills and administrative skills. The proposal revealed constraints to acquiring the 21st century public office skills and implications for the teaching and learning of Business Education in the 21st Century Nigeria. This gave rise to three recommendations including Business Education students and teachers should recognise and appreciate dominant social identities and class ties which identify individuals' background and use same to select qualified students and teachers. This would address diversity behavioural stereotypes formed as a result of individual perceptions of others and create diversity rich environment in the institutions.

Keywords: Diversity, Diversity Management, Skill, 21st Century, Public Office.

Introduction

Nigeria is an incredibly diverse country. According to the world factbook (n.d), the nation has over two hundred and fifty ethnic groups and five hundred languages. Such multiplicity of ethnicity/language groups presents a deep diversity among the citizens including its workforce. This diversity means difference; a state of being diverse. Glazer (2019) opined that its use in public and scholarly discourse since 1970s refers to those differences primarily in race and ethnicity that have been the basis of exclusion or segregation or differential treatment in public action and private social interaction. The University of Oregon in Okonkwo (2018) expanded the



concept to “encompass acceptance and respect; understanding of individual uniqueness/recognition of individual differences. Several authors including Moorhead and Griffin (2000) agree that the concept is evident along the dimensions of race, ethnicity, gender, family background, socio-economic status, age, marital status, education, employment status, sexual orientation, work experience, geographical location, income, physical and mental abilities, religious beliefs, political beliefs and other ideologies. The nine letter word forms an acronym that perfectly defined it as “different individuals valuing each other regardless of skin, intellect, talent or years”. (Pennsylvania Human Relations Commission, 2006).

The need to recognize, accept and value individual differences in the Nigerian public office has become more pronounced in the 21st Century because its characteristics including advances in technology, growth in knowledge/information, interconnectivity and changing demographics of countries presents the need for relationships and collaboration. Needham and Mangan (2014) also asserts there has been an increased public expectation, hence the need to acquire skills for diversity management. The concept, Dessler (2008) asserts is an art of maximizing diversity potential benefits while minimizing the potential barriers which can undermine an organizations performance. Better-Reed and Moore and Thomas in HimaBindu (2015) agree that the term refers to the systematic and planned commitment on the part of organizations to recruit and retain employees with diverse background and abilities, an activity that is likely to be seen within the human resource management training and development domains of organizations. Thus, the concept is a process which entails an organization's commitment to each worker's potential irrespective of inherent differences and similarities so that organizational goals would be achieved, it is also viewed as all the steps an organization take to create a positive work environment by recruiting and retaining employees with diverse background and abilities, and enabling employees attain maximum potential and contribute to the organization's strategic goals and objectives.

Both Lorbiecki and Jack (2000) and Bassett-Jones (2005) agree that the origin of diversity management dates back to the Hudson Institute influential report by Johnson and Parker in 1987. Lorbiecki and Jack stated that the report ignited interest in the changing demographic trends which is one of the four ways the concept evolved. Bassett-Jones also described the origin to have evolved out of social policies designed to promote equality however, while the policy in United States of



America is driven by a commitment to affirmative action, the same perceived as positive discrimination is proscribed by law in the UK hence, the agenda in each national context has been different. Despite these differences, Bassett-Jones concluded that both the USA and UK is in the vanguard when it comes to recognizing that diversity constitutes a major management challenge. The works of Al Gore; National Partnership for Reinventing Government (U.S) (2000), Ongori and Agolla (2007) Dessler (2008) and HimaBindu (2015) however, shows that the challenge has been handled through varied approaches which among others centre on leadership and management commitment, employee involvement and cultural transformation of management systems.

In order to effectively apply these approaches in a 21st Century public office in Nigeria, employers and employees should be equipped with a broad set of knowledge, work habits and character traits (skill) which are believed to be critically important for success in the 21st Century. Tone et al in Obi's (2005) defined skill as the ability to use one's knowledge effectively and readily in performing an act; a habit of doing a particular thing competently. Skill involves the exhibition of knowledge, capacity and competences acquired through systematic and sustained effort/commitment to smoothly and adaptively carry out complex activities and job functions. There are several types of skill (Fadel, 2008; Portway and Lane, 2018) however, this paper proposes: basic workplace skills; 21st century skills and administrative skill for the management of diversity in the 21st century public office in Nigeria.

Diversity Management in the Nigerian Public Office

The need to discharge specific functions of government for the general welfare/joint interest gave rise to diversity management in the Nigerian public office also called civil service/public service. Babawale (n.d) views the concept is a mechanism where every member of the federation has equal access to the state's resources and opportunities and that its practice was provided for through the Federal Character principle contained in the 1979 and 1999 constitution; promotion of national unity, ensuring that there shall be no predominance of persons from few states/ethnic/sectional groups in the government or any of its agencies. Such efforts bothered on issues of unity, equality and fairness, particularly in the allocation of resources, employment opportunities and admission into institutions of learning. Meagher; Ajayi and Owunni in Akobo (2016) stated that it focused on dominant



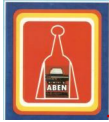
social identities and class ties namely: ethnic, cultural and religious affiliations which identified individuals nationally based on their background hence, cultural problems triggered off the introduction of equal opportunity and diversity management in Nigeria as government adopted the federal system of government with the instrument of federal character, quota and zoning systems. It is noteworthy that Nyamberg in Akobo (2016) asserts that diversity management and equal opportunity are used interchangeably. Moreover, the survey of diversity management in the Nigerian public office, the United States of America and the United Kingdom shows that the concept and its management are 21st Century phenomena while the workplace is its demonstration point for the Nigerian public office. Consequently, this paper proposes diversity management skills required in the 21st Century public office in Nigeria.

Skills Required to Manage Diversity in the 21st Century Public Office in Nigeria Basic Workplace Skills

These are higher order thinking skills that enable employees remember, understand, apply, create, evaluate and analyze knowledge/information. It includes competencies/soft skills useful in achieving professional aspirations and organizational goals like: reading, writing, computation, listening, oral verbalization of thoughts, conceptualization of facts, creative thinking, organization and problem solving, self esteem, goal setting/motivation, personal/career development, negotiation/conflict resolution, teamwork, organizational effectiveness and leadership/shared leadership. This skill can be used to manage diversity in the 21st Century public office in Nigeria when employers/managers encourage participative management; provide basic training using the applied approach which links learning outcomes directly to job performance; monitor progress and ensure that those that wield influence possess more knowledge/ability.

21st Century Skills

These are: Life and Career skills including flexibility and adaptability, initiative and self direction, social and cross-cultural skills, productivity and accountability and leadership and responsibility; Learning and Innovation skills comprising critical thinking and problem solving, creativity and innovation and communication and collaboration; and Information, Media and Technology skills consisting information literacy, media literacy and Information, Communication and Technology Literacy.



(Fadel,2008). 21st Century presents a new understanding of coverage in critical thinking and problem solving; life and career skills and new areas of emphasis for creativity & innovation skills and Information, Media and technology skills hence, these skills could be used in varied learning environments and professional development.

Pedagiayandragogia (2016) asserts that Learning and Innovation skills enhances thinking outside the proverbial box thus, breaking new grounds, developing new ideas, preparation for the future while Larias in Fadel (2008) stated that it enables a demonstration of originality and inventiveness at work, openness, responsive to new and diverse perspectives, exercise of sound reasoning, flexibility in making vital compromise for common good and interconnection among systems. The skill can be used to manage diversity in the 21st Century public office when employers: provide equipment, material resources, structural facilities; compensation/rewards and other motivation that can entice workers to brainstorm and contribute to efficient service delivery, both employers and employees give room for positive interdependence where feedback is given and received, equal participation so that credits are shared for good ideas and tasks accomplished; each other's views are respected; become flexible and compromise for mutual goals to be attained; are willing to take responsibility and provide for group processing.

Information, Media and Technology Skills: this is vital for accessing, evaluating, using and managing information; analyzing and creating media products and effective application of technology. Kivunja (2015)statedthat these skills can be applied in three broad ways namely, using: technology as a tool to research, organize, evaluate and communicate information; digital technologies appropriately to access, manage, integrate, evaluate and create information and applying a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies. The Partnership for 21st Century Skills (2009) also asserts its use in accessing and evaluating different types of information including the ability to access efficient information when needed and effective information relevant to the task on hand. Thus, this skill can be used to manage diversity when workers are empowered to access, organize, integrate research, evaluate, create and communicate information needed in the workplace.

Life and Career Skills: These include basic abilities for daily life like professionalism, networking, time management and leadership. The Partnership for



21st Century Skills asserts that among many others, it enables an employee adapt to varied roles, job responsibilities, schedules and context, work effectively in an ambiguous climate like a multicultural environment and changing priorities, incorporate feedback, negotiate and balance diverse views.

The skill can be used to manage diversity in the 21st Century public office in Nigeria when employers set goals that are specific, measurable, achievable, result oriented and time bound for the employees; prioritize tasks according to requirement; give employees some level of independence to respond to change as the need arises with minimal supervision and be enabled to explore and expand the way operations are carried out; define clearly the lines of authority, methods of processes and operations, agree on tasks and job specification; establish organizational culture through proper mission and vision statement; delegate authority ; provide exemplary leadership; understand the intercultural nature of the workplace for active participation of all; operate open communication channel; motivate employees and provide training.

Administrative Skills

These are all the skills/ competencies related to keeping an office organized and help employees to deliver quality service to the organization. It includes multi-tasking, time management, control and management of staff, attention to detail; technological skills that enhance the transfer of thoughts, ideas and information and the maintenance/ keeping of office records. These skills are evident in an employees' educational qualification, competencies, abilities, talents and general experiences. (Obeki, 2012)

Administrative skills can be used to manage diversity in the Nigerian 21st Century public office by communicating the organisation's policies, procedures and other important information to staff; identifying the best way to plan and organize work based on the public office's culture; treating employees as individuals and encouraging others to do so; creating opportunities for innovation and training of staff and engaging in decision on criteria.

Constraints to the Acquisition of Diversity Management Skills

The analysis so far reveals that lack of: unified collective vision for learning; development of core subject knowledge and understanding among students who eventually form the workforce on graduation; necessary support systems;



interconnectivity hinder the acquisition of diversity management skills. Hence, these arise because of lack/poor: opportunity/motivation which discourages workers commitment for positive interdependence/collaboration; knowledge on the use of information technology and communication tools by some employers and employees and resistance to innovation/change by the same. Moreover, lack of conducive work environment including equipment, material resources and structural facilities in the 21st Century Nigerian public office; lack of respect for the cultural differences among the diverse workforce and the practice of unethical behaviour particularly, among those wielding influence, power and authority; inadequate communication of the 21st Century public office goals, policy, procedure and other vital information among employer and employee and time constraints pose challenges also.

Implications for the Teaching and Learning of Business Education in the 21st Century Nigeria

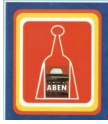
Business Education students and teachers should recognise and appreciate the dominant social identities and class ties that identify individuals nationally based on their background and apply same in the selection of qualified students and teachers.

Clear vision/goal for the teaching and learning of Business Education, instruments/curriculum and procedure/methodology of achieving the set goal should be established.

Collaboration between institutions where Business Education is taught and industry/agencies for training and retraining and provision of interconnectivity tools, structural facilities and material resources is highly imperative.

Conclusion

The author argues that if Diversity Management in the 21st Century Public Office in Nigeria would be effective, skills like basic workplace skills, 21st century skills and administrative skills are required. Acquisition of these skills has implication for the teaching and learning of Business Education in the 21st century Nigeria. Consequently, three recommendations believed would positively contribute to Business Education were proffered.



Recommendations

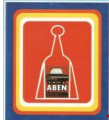
Business Education students and teachers should recognise and appreciate dominant social identities and class ties which identify individuals' background and use same to select qualified students and teachers. This would address diversity behavioural stereotypes formed as a result of individual perceptions of others and create diversity rich environment in the institutions.

Government through Business Education specialists and policy makers should ensure regular review of curriculum and enforce its delivery, taking cognizance of the 21st Century needs so that graduates would be equipped with diversity management skills.

Government, corporate organization/philanthropists should increase funding of institutions where Business Education is taught so that, regular training, conferences/workshops would be organised and tools necessary for interconnectivity, structural facilities and material resources made accessible for learning/work to students/teachers.

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REPUTATION AND INTEGRITY AS MAJOR COMPONENTS FOR A SUCCESSFUL PUBLIC ENTERPRISE

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Abstract

Any business owned and run exclusively by the government or the state is called a public enterprise. Public enterprises in Nigeria are sometimes called corporations, parastatals, agencies, authority boards, state monopolies or commissions. The risk bearers in the public enterprises are the tax payers who are the citizens of the country. One of the main reasons for the establishment of public enterprises in Nigeria is to facilitate and enhance social and economic developments in sectors that are not considered expedient for private investment. This expectation has however not been met as a result the lackadaisical approaches of both the employers and employees in the public enterprises which hinges on reputation, integrity, honesty etc in the discharge of their duties. In this paper, the reasons for the establishment of public enterprises, as well as the importance of reputation and integrity as major components for a successful business enterprise were highlighted and discussed. If the employers and employees in these enterprises can live up to expectations, there is bound to be a better public image perception and increased survival/growth rate of the enterprises while the risks of business failure will be at the barest minimum. One of the recommendations made is that government should make sure that competent boards are appointed to oversee the affairs of the enterprises. This entails the appointment of those with cognate experience and skills related to the missions and visions of such establishments. These, when properly adhered to, will restore the reputation, dignity, integrity, honesty and trust in business enterprises.

Keywords: Reputation, Integrity, successful, Business Enterprise.

Introduction

A Public Enterprise (PE) is an organization that is set up as a corporate body and as part of the governmental apparatus for an entrepreneurial or entrepreneurial-like objective. Ihekwoaba (2007) described it as a business organization wholly or partly owned by the state and controlled through a public authority. Such enterprises come



under public ownership because for social reasons the services they render are provided by a state monopoly. No wonder (Adamolekun, 2010) in his contribution stated that public enterprises are organizations that emerged as a result of government acting in the capacity of an entrepreneur.

Ihekwoaba (2007) outlined some of the main features and implications of public enterprises thus: A PE as an organization implies that it is an entity with explicit or implicit specific objectives. Men, money, and materials are supposed to be utilized in the pursuit of these objectives. In addition, as an organization, a PE would be expected to have its own internal power or authority structure and its own methods of operation.

Second one is a critical dimension of government involvement in a PE has to do with its financial commitment. The capital ownership does not have to be exclusively public. The government may only control the majority of the shares, leaving other stakeholders to hold the remaining shares. The third is as a corporate body, a PE has a legal personality separate from that of the government that establishes it, it can own property, enter into contracts, sue and be sued. In recent developments, this feature is being stressed as a key element of a PE.

Fourth, the entrepreneurial or entrepreneurial-like objective connotes a business orientation. However, this should not be equated with profit making. The experience in many countries indicates that the aim is to promote efficiency, cost-consciousness, and cost-reduction. Following the fourth, the implications of the fact that a PE is part of the government apparatus are numerous. Three of these implications should be highlighted. First, a PE is, by virtue of its intricate relationship with government, an instrument of public policy; its primary mission is in connection with governmental objectives and programs, and it is, therefore, naturally under governmental control. Second, by its nature, a PE mostly utilizes or manages public resources, especially public money. This means that attention must be paid to mechanisms for enforcing accountability. Third, the combination of financial and economic objectives with social and political aims invariably makes it difficult to devise appropriate performance measurement instruments.

Lastly, resorting to the establishment of an entirely distinct organization is predicated on the need to borrow a leaf from private enterprise organization and management. This stance is based on the assumption that some private enterprise principles and practices (e.g. Commercial law and management practices) can be transferred into public management with positive consequences for performance.



Classification of Public Enterprises

There is a no generally accepted classification of public enterprises. However Ihekwoaba (2007) and Adamolekun (2010) have given a classification that is quite acceptable to some scholars and which is adopted for this paper. Public enterprises are classified into three; Public/Statutory corporations, state-owned companies, and mixed economy enterprises.

Public/Statutory Corporations. These enterprises arise when the government assumes responsibility for the management of an economic or social pursuit through a special entity that has its own legal personality and that still keeps some of the special prerogatives or privileges associated with a governmental organization. The blend of these features is aimed at enabling the organization to function effectively as an autonomous body while it remains an instrument of government policy. Ihekwoaba (2007) stated that enterprises that fall under statutory corporations include:

Public Utility Corporations like the National Electric Power Authority (NEPA), Nigerian Ports Authority (NPA).

Development and Finance Corporations like the Central Bank of Nigeria (CBN), the Federal Mortgage Bank, and the various Rural Development Authorities.

Social Service Corporations like the Nigerian Television Authority (NTA), Federal Radio Corporation of Nigeria (FRCN), Federal and State Housing Authorities, etc

State Owned Companies: These are companies created by government under the provisions of ordinary company law, though they belong entirely to the government. They are registered in the registry of companies, with the government as the sole proprietor. Government therefore appoints the Board of Directors as is customary in private companies. Examples of such companies include the Odua Investment Company Ltd., New Nigeria Development Company Ltd and New Nigeria Newspaper Ltd.

Mixed-Economy Enterprises: These are enterprises where the government is the majority shareholder in a partnership with private entrepreneurs. In such companies government usually dominates the board since it is the major shareholder. Examples of such enterprises are the Peugeot Automobile Nigeria Ltd (PAN) Daily Times of Nigeria PLC, etc.



Reasons for the Establishment of Public Enterprises

So many reasons have been adduced for the emergence of public enterprises. Idialu in Amesi (2017) has outlined the following reasons: The desire to use the PE as an instrument of effective plan implementation in a context where it appears futile to devise a development plan for the private sector; the need to secure economic independence. The urgent desire to assure government control over “strategic” sectors of the economy (e.g., Central banking, broadcasting, iron and steel, roads, shipping). The need to separate some activities from the civil service and allow more autonomy in their running.

The perceived need to provide employment for the citizens in contexts where the private sector offers very limited employment opportunities. Also, the need to ensure state control of key profitable enterprises with a view to generating revenues that will add to available national capital for financing development programs and projects. The desire of some socialist-oriented regimes to use state control of key profitable enterprises to pursue the objective of preventing the concentration of wealth or of the means of production and exchange in the hands of few individuals or of a group (i.e. promoting equitable distribution of wealth).

In summary, Ahmed (2003) justified the emergence of PEs in Nigeria as Successive Nigerian governments sought to discharge their social responsibilities to the people and invested huge sums of money to correct market failure in infrastructure and utilities sector; control the “commanding heights” of the economy; supplement what was perceived to be a weak private sector; complement the need for capital, which was deemed to be in short supply; and provide general employment opportunities.

Problems of Public Enterprises in Nigeria

The problems of PEs in Nigeria are many and varied. Different authors have tried to identify these problems from different perspectives. According to Okeke, Onuorah and Okonkwo (2016), the following are some of the problems that have inhibited public enterprises from rendering effective services in Nigeria.

Incompetent Management/Board: It is the duty of management of every organization to pilot it towards the realization of organizational objectives. It is therefore expected that the management would have the technical or managerial competence which will assist in this regard. However in most Nigerian PE's, the management teams are not appointed based on merit. It is usually based on political



patronage or other primordial considerations. The net effect of this is that, most often, square pegs are placed in round holes. Being largely , unsuited for the task of managing these PEs due mainly to lack of skill, expertise or experience, the management end up mismanaging the enterprises. The appointment of Boards of PEs is even worse. While the management may possess limited skills, the Boards in most cases do not posses any requisite skills. In fact the major qualification for appointment into Boards of government parastatals is that one is a politician. Boards of Public enterprises in Nigeria are often seen as dumping grounds for either failed political aspirants or political contractors and election riggers. Apparently, lacking in the knowledge of management principles, the various Boards have been unable to give the desired direction to these PEs. The end result has been crass inefficiency of most PEs in Nigeria.

Unstable Management/Board: Closely related to the first point is the issue of unstable management and Boards of PEs in Nigeria. One of the major political problems that has bedeviled the nation is the issue of political instability. Since independence in 1960 the country has been ruled by seven military dictatorships and has recorded a much higher number of coups both successful , unsuccessful and 'arrangee' ones (Obikeze and Obi 2012). As expected, every new administration , be it military or civilian, usually dissolves all boards of PEs. Whenever, these boards are dissolved, some top management staff are usually relieved of their appointments. A new set will be appointed. In most cases, before the board and management formulate and implement their policies mid-way, the government that appointed them will be swept away. The new government dissolves the board and appoints a new one which in most cases will discard the policies of the old board and management. This has remained a cyclical process that has scuttled any meaningful growth or improvement of PEs in Nigeria.

Incompetence: There is no gain saying the fact that for any organization to achieve it's objective it must have people with proven competence. It was on the realization of the need for competence in organizations that made Max Weber the greatest exponent of bureaucracy to state that candidates for positions in organizations must be selected on the basis of technical qualifications. However, in the case of Nigerian PEs, recruitment and selection are based on emotive, primordial and purely sentimental reasons. The principle of federal character has also compounded the problem, since it has legalized nepotism and segregation in employment in the form of ethnic balancing.



The incompetence of staff of PEs in Nigeria has resulted in gross inefficiency in their operations, apparently since nobody can give what he doesn't have. It is therefore not surprising that the staff of Nigerian PEs have not been able over the years to deliver.

Government Interference: One of the main reasons for the creation of PEs is to free them from the day to day bureaucratic bottle-necks of the government. However in actual practice, most political office holders have seen these PEs as being directly under them, consequently they frequently interfere in their affairs. In some cases the Minister/Commissioner whose ministry supervises a particular P.E. interferes in issues that ought to be handled by either the board or management or both without bordering to consult them. This incessant interference leads to a distortion of policies and also erodes the limited autonomy which these PEs are supposed to enjoy. When the interference turns PEs into government ministries, they suffer the same bottlenecks and red tapism which accounts for inefficiency of these ministries.

Monopoly: Most PEs operate as monopolies. It is therefore not surprising that they are faced with the same problems which afflict monopolies. The main problems of monopolies arise from the fact that since they do not have competitors, they are often not in a hurry to either innovate or offer better services because they are aware that their customers / clients have no other alternative. In Nigeria, the various Electricity Distribution Companies (Discos) have continued to attract high patronage despite their trademark epileptic services simply because Nigerians have no alternative. Naturally when you are sure that your customers will always be there for you despite the way you treat them, there is this natural tendency to be impervious to their feelings. This has remained a fact that is general to most PEs in Nigeria.

Conflict of Objectives: PEs are established as business organizations that provide essential services. The twin objectives of providing essential services as a public utility and making profit as a business outfit are simply contradictory. This contradiction has been at the root of non-performance of PEs all over the world, Nigeria inclusive.

In the case of Nigeria, political office holders who would want these PEs to perform well would still want to use them to generate high political goodwill at the expense of economic rationality. Telling the Discos to extend electricity to remote areas where people cannot pay their bills and still expect them (the Discos) to cover costs is not possible. Housing Government officials at Government owned hotels for weeks and



months without paying the bills and still expecting the hotels to make profit does not seem feasible. Locating PEs with political considerations and making such considerations pivotal to their operations will definitely not help them achieve their economic objectives. In a nut shell, economics rationality and political rationality are not really compatible.

Concept of Reputation

When we talk about reputation in business or in office set up, it simply means what one does to facilitate the growth of the organization where one finds himself. The reputation of a business is essential to its survival. The trust and confidence of the customer can have a direct and profound effect on a company's bottom line. Businesses rely on word of mouth by their stakeholders in order to establish, build and maintain their reputations.

The Oxford Advanced Learners' Dictionary, (7th ed. 2010) defines reputation as “ the opinion that people have about somebody or something based on what has happened in the past: to earn or establish or build a reputation ... to have a good or bad reputation.” The New Lexicon Webster's Dictionary of the English Language (1995:846) defines “reputation” as a noun which refers to “ general opinion held by people about the merits or demerits of a person or thing or organization... the state or fact of being highly thought of or esteemed... the good name of a person or thing earned through merit and distinction”. Based on the above dictionary definitions, one can say that reputation, therefore, involves three key points namely:

General opinion or perception held by important people, the public, stakeholders, individuals, or groups about a thing, person, organization or government.

A person, thing, organization or government being highly thought of, esteemed, revered, respected or valued.

A good name, positive image or perception earned by a person, thing or organization through merit, distinction and excellence.

Reputation, thus, is the accumulation or aggregation of positive identity, values, character, qualities, attributes and goodwill over time in the life of somebody, corporate organization or government, (Sharma 2019). Reputation is a highly prized possession or asset that makes an individual or organization or government to stand out, to shine or excel in the public eye; and is usually earned, not bought with money or grabbed with propaganda or sloganeering. Nkwocha (2016). However argues that



reputation may not necessarily be good or positive. According to him, it could be excellent, good, bad or ugly, because, “it is rare to find an organization that can be boxed strictly into any of these categories. The reason is that an organization may do well in certain indices of reputation-building and yet fall short of other areas”.

Three very important elements of reputation are INTEGRITY, CHARACTER and TRUST. Integrity revolves around honesty, truthfulness, consistency and straight dealing with everyone, (Usman, 2012). Integrity builds trust, which is the soul of every business and leadership success. Character is the totality of a person from inside. Any time any of the three elements is lost, reputation is lost also. Individuals, organizations, governments and nations have to possess these qualities in building and maintaining reputation.

The Rotary Club International, for instance, knows how to build reputation for itself and its members. Its ethical guide for members' personal and professional relationships, otherwise known as the FOUR-WAY TEST, is a classic statement for scholars of reputation management. It requires all Rotarians, in all things they do, say or think to ask the following four questions:

Is it the TRUTH?

Is it FAIR to all concerned

Will it build GOODWILL and BETTER RELATIONSHIP?

Will it be BENEFICIAL to all concerned?

Why is Reputation Important in Business

Every business has a product and /or service, which it delivers to its main customers to meet their needs. Every business has a brand, which is how it wants people to feel whom they encounter or engage with. Every business also has a reputation, which is how people actually perceive of the business: brand, products, services, etc. All business owners know that their reputation is important but they do not always know why it is important, or just how important it is. The above stated scenario equally applies with full force to public enterprises in Nigeria.

The following according to Nel, Werner, Poisat, Sono, Duplessis and Ngalo (2011) are enumerated as the objectives and importance of reputation in an organization or business enterprise:-

Maintain a favourable reputation in the work and market place.

Enhance and build the organization's good name and reputation.



Establish acceptable practices, policies, procedures, systems, and standards that will avoid damage to the organization's reputation. Establish guidelines for dealing with situations where the company's reputation has been tarnished. Prepare and equip the management team to take full responsibility for managing the company's reputation.

It is Impacted by Everything One Does: One's business is important because it is impacted by everything the person does. Every decision one makes throughout the day, every action one takes, interaction etc is a fact that affects one's reputation.

It Involves Everyone: One cares about how one's target audience and customers perceive the brand, but one needs to care about how anyone perceived his/her reputation, this includes: target audience, one's niche markets, customers, competitors, community members, employees, strangers, those who support it and those who do not.

Business Reputation Is a Compass: As a member or owner of a business, it can sometimes be tough to stand back and view it purely objectively. One's business reputation helps him get a more realistic picture of how one's business is actually being perceived by others regardless of how he thinks they are perceiving it, or how he personally feels about it. It can serve as a guide in the person's efforts to stand out from the crowd and distinguish his business from competitors.

What will make the Reputation of a Public Company/Enterprise Positive

An entrepreneur or manager of any business enterprise must make sure that his company has the best reputation possible. This sounds like an easy thing, but the actual execution of it is more complicated. Creating the best possible reputation involves work in both one's online business reputation and offline reputation, (Luthans, 2014).

Okeke, Onuorah and Okonkwo (2016) have listed ten things that one can do to make sure people think as highly as possible about one's company.

Always put Your Best Face Forward: This means dressing well, always being polite and positive and treating people well. The simple fact is that you never know who is going to be watching, so it is best to always pretend that you are "on".



Keep Your Promises: If you say that you are going to do something, do it. Do not back out at the last minute. If something does not come up to prevent you from keeping your promise, find someone who can fill in for you and who will do just as good as a job as you would have done. The last thing you want to do is to earn the reputation of being a flake.

Communicate a Lot: Always keep people in the loop. Even if nothing has developed recently in your clients' project, send a quick email to let them know. This way your clients and buyers would not have to worry that you have forgotten about them.

Make Sure Your Website Is Awesome: Your clients want to find out more about you. By setting up a website for yourself and your organization, you are taking the first steps towards creating your online reputation. Make sure the website is designed well, that it tells people about you as well as what you provide and that it provides a way for people to contact you.

Use Social Media to Your Advantage: Set up a face book page, twitter account, linked in page and if you think they will be helpful, Tumbr and Pinterest accounts. More importantly make sure that people know that those pages and accounts exist. People choose social media over any other method to utilize when they want to reach out to a company for questions or comments.

Do not Spam: This is particularly important if you have an email (which you should). It is tempting to send out emails about things as soon as they happen.

Ask for Feedback: Asking clients and customers what they think of your company and their products is the best way to prove to them that you value their opinions. Encourage feedback, reviews and even criticisms. You might even consider having a testimonials page on your website through which people can submit their feedback.

Always Respond to Feedback: Thank people for kind words and praise. Work with people who lodge complaints or levy criticism. If someone complains about you or what you have to offer, ask yourself if that person is right. If yes, work hard to fix the problem about which they have complained if you want to earn even more points, (politely) ask them for their opinions and suggestions for fixing the problem.



Address False Rumors: Is someone spreading false rumors about the organization? Do not just let these rumors sit and hope that nobody will notice them (or that they will die down eventually). Actively work to make sure that people know the rumors are not true. Find a way to do this in a positive way. You can prove a rumor false without dragging the rumor spreader through the mud (even though some mud-dragging might feel really good).

Monitor Your Reputation: One of the reasons that make an organization's reputation to shrink is that they were not on the ball enough to respond to a problem when it happened. When you are starting out, monitoring the organization's reputation is not difficult. As the business grows and gain popularity, monitoring becomes more time-intensive. Organizations are advised to engage people who will be doing this for them.

Conclusion

In the course of writing the paper, investigation on reputation and integrity as components for a successful business enterprise has been explored. Problems of public enterprises in Nigeria and how to manage the challenges were also highlighted. In any case, reputation and integrity in public enterprises should not be taken for granted as they are the two elements that keep public enterprises in business. In conclusion, we are all aware that public enterprises render some essential services to the economy and the objective of setting them up is not profit, but if they make any profit, it is ploughed back into the enterprise. It is therefore pertinent to state that for it to be effective and efficient in their business enterprises, reputation and integrity cannot be over-emphasized.

Recommendations

Agabi and Orokpo (2014), were correct when they stated that over the years, government enterprises have become so inefficient, as epitomized by the epileptic services they render to the public. This is inspite of the fact that the government has and still continues to invest substantial funds in them. Rather than justifying such investments, these public enterprises have continued to incur losses without making any meaningful contribution to Nigeria's economic development. Consequently, the government decided to transfer most of the public enterprises to private hands that have over the years proved to be better managers because they try to build integrity,



reputation and trust for their organizations. There is no gain-saying the fact that this approach reduces wastages.

Accordingly, for those enterprises that have not yet been fully privatized as well as those still under full government management and control, to be successful in their day to day activities, the following recommendations have been made:-

Government should make sure that competent boards are appointed to oversee the affairs of the enterprises. This entails the appointment of those with cognate experience and skills related to the missions and visions of such establishments.

Government interference should be reduced. When appointments are made, people appointed should be allowed to work. Too much interference by government in the work of the appointees affects productivity, reputation, etc.

Those appointed as board members should be given ample time to familiarize themselves with the organization's "dos and don'ts. A situation where board members are appointed and removed within a short space of time doesn't give room for continuity and efficiency.

The Government should spell out the functions of the public enterprises. The twin objectives of providing essential services as a public utility and making profit as a business outfit are contradictory and it affects the business reputation.

Both the employers and employees of public enterprises should be made to attend periodic seminars and refresher courses on how to establish acceptable practices, policies, procedures, systems and standards that will avoid damage to their organizations reputation as well as on guidelines for dealing with situations where their establishments' reputation has been tarnished.

The FOUR-WAY TEST fashioned out by the Rotary Club International on how to build reputation for itself and its members, is strongly advocated as an ethical guide for all those engaged in the running of public enterprises in their personal and professional relationships with those who patronize their business outfits.



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STRATEGIES FOR IMPROVING EDUCATIONAL RESOURCES IN BUSINESS EDUCATION DEPARTMENT IN COLLEGE OF EDUCATION IN IMO STATE

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Abstract

This study was carried out to determine the strategies for improving Educational resources in Business Education Department in College of Education in Imo State. Descriptive survey design was adopted for the study; the population consisted of 32 lecturers and 2 instructors who teach in Alvan Ikoku Federal College of Education, Owerri Imo State. Two research questions were formulated and the instrument used for data collection was a structured questionnaire. The data collected were analysed, using mean and standard deviation. The results of the study revealed strategies for providing and improving educational resources other than waiting for fund from government. These strategies include; Business Education department should set up business centre where word processing, photocopy and other secretarial services can be rendered at reduced rates, lecturers and office staff of the department should be sponsored constantly for training, workshops and seminars on modern equipment for updating of their knowledge. It was recommended among others, that Alumni members and philanthropists should assist in procuring of learning equipment and building of laboratories.

Keywords: *Strategies, Educational Resources, Business Education*

Introduction

The globalization and rapid changes with ICT demand that there should be adequate provision and usage of educational resources in tertiary institutions in Nigeria especially the modern technology, and information gadgets. This is important because the success of any project is a function of the available resources to carry out such project.

Educational Resources are the resources which are freely accessible, openly licensed text, media and other digital assets used for acquiring knowledge, sharing



knowledge, teaching and learning as well as for research purposes. They are tools that work as keys, supports, complementary elements, among others for education. Ugwuanyi (2013) stated that education resources are those things that stimulate a learner and help in the understanding of the curriculum content. They are the important aids, which are needed for the implementation of educational programmes in schools.

Resources in business education are those basic equipment and requirements for the attainment of the objectives of the programme. It comprises materials; human and financial. Material resources include all instructional facilities and various equipment needed for teaching, workshop and laboratories activities. Human resources are the lecturers, supporting staff in offices and laboratories/workshops instructors/technicians while financial resources have to do with funds for running the schools.

Ibrahim (2013) stated that business Education is a course of study which equips individuals with functional and saleable skills, knowledge, attitudes and values which enable fresh graduates to operate in the environment he/she finds himself or herself such that he/she is self-reliant and becomes a job creator rather than a job seeker. Similarly, Okoli (2010) saw business education as an important component of the overall education, which stresses on skills and capabilities attainment for utilization in offices and business-related occupations. The various programmes of study in business Education expose its recipients to numerous employment opportunities such as secretarial services, marketing, consulting services, management, financial institution workers, office administration services, credit card issuing and others (Awojobi, 2015).

Strategy according to Osahon (2013) is the technique or mechanism put in place to maintain the degree of excellence of a product or service. In education, strategy is the plan of action designed to achieve the set goals of education. Looking at the definitions of business education in this context, it is obvious that conscious effort is demanded to ensure that all the necessary resources needed to achieve quality and efficient results in the programme is guaranteed through proper planning, qualified personnel and adequate funding. In the same view, Awojobi (2015) stressed that the provision of adequate and appropriate learning experiences which generate effective



and meaningful learning, requires adequate manpower, finance and other resources. Ironically, in many educational institutions in our society today, these resources are lacking due to poor funding and mal administration.

Statement of the Problem

The productivity of an organization is seen as the relationship between, units of labour input and units of output. Okoro and Dajur (2011) stated that the success or failure of an organisation depends on management and management entails the coordination of both man and material resources. Modern business Education curriculum is designed to make its graduates to be effective workers and job creators, as such, facilities are needed for the intensive training. In a bid to ensure adequate material, human and financial resources, government established Education Trust Fund (ETF) for the provision of education facilities, yet the funds are not always adequate to install all those equipment and facilities required in most institutions of learning. There is therefore need to come up with strategies to augment and improve on what the institutions and education authority can afford. It is on this promise that the study sought to determine the strategies for improving the educational resources in business Education department in Alvan Ikoku Federal College of Education in Imo State.

Research Questions

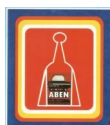
The Following research questions guided the study:

What are the strategies for improving Human resources in business Education department?

What are the strategies for improving materials resources in business Education department?

Method

The study was conducted in Imo State of Nigeria. The population consisted of the 32 teachers and two instructors who teach in Alvan Ikoku Federal College of Education, Owerri. There was no sampling because the entire population was used for the study. The study adopted descriptive design since it involved collection of data from a given population to ascertain their opinions, beliefs and attitude. Instrument used was a 20 point structured questionnaire on a 4 point scale of strongly agree = 4, Agree = 3, Disagree = 2 and Strongly disagree = 1. The instrument was validated by experts



in business Education and measurement and evaluation, the instrument was administered to the respondents personally by the researcher and all the 34 copies of the instrument distributed were collected and data collected were analysed using the mean ($\bar{x}$) and standard deviation (SD).

Results:

Research Question One

What are the strategies for improving human resources in business Education?

Table I: mean responses of strategies for improving Human Resources in Business Education.

S/N	Improvement Strategies Items	O	SD	Interpretation
1.	Manuel type-writers in typing Laboratories should have service technicians.	3.20	0.49	Agree
2.	Technicians/instructors in laboratories to be sent on training on the repairs of equipment.	4.19	0.68	Agree
3.	Lecturers to be sponsored for ICT training regularly.	3.81	0.83	Agree
4.	Management should sponsor lecturers for studies such as PhD, master and PGDE programmes.	4.31	0.79	Agree
5.	Lecturers/instructors to have their own personal computers.	4.33	0.89	Agree
6.	Students should be encouraged to have their portable type writers for practicing.	3.59	0.89	Agree
7.	Business Education department to always organise in-house seminars/workshop and conferences for lecturers and students.	3.70	0.82	Agree
8.	Lecturers in business Education to write textbooks in their various areas to aid teaching and learning.	4.15	0.66	S. Agree
9.	Lecturers be assigned courses according to areas of specialization.	4.44	07	S. Agree
10.	Cordial relationship should be established among lecturers and management.	3.87	0.92	Agree

The data presented in Table 1 showed that all the ten items for improving human resources had means scores between 3.20 to 4.44 .

Research Question Two

What are the strategies for improving material resources in business Education department?

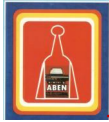


Table 2: *Mean responses of respondents on the strategies for improving material resources in business Education department.*

S/N	Improvement Strategies Items	O	SD	Interpretation
11.	Students Association to be encouraged to undertake project such as procuring some ICT facilities for the department.	4.70	0.55	S. Agree
12.	Department to establish and run business centre to raise money internally to assist in maintain the facilities in department.	3.78	1.09	Agree
13.	Development levy to be paid by students.	4.00	0.30	Agree
14.	Philanthropists to install computer laboratory fully equipped and such named after their names.	3.96	0.61	Agree
15.	Authorities of Education Trust Fund (ETF) to include business Education in priority list for assistance in provision of equipment	4.75	0.57	S. Agree
16.	Offer supplementary admission to few students whose parents can donate some teaching equipment to the department.	3.83	0.86	Agree
17.	Organize lunching/funding raising programmes for stakeholders of the college community Encourage students to join Alumni Association after graduation so as to always assist in provision of some teaching materials	3.59	0.89	Agree
19.	Enrichment of curriculum to incorporate production of improvised instructional materials by students	2.72	1.48	Agree
20.	Sharing of facilities with other nearby institutions by cooperative schedule and joint financing	2.41	0.93	Disagree

Table 2 shows that mean responses of business Education lecturers/instructors on the strategies for improving material resources for teaching and learning in business Education programmes in colleges of Education. The Table reveals that all the items listed were agreed to be strategies for improving educational material resources. They all have mean response between 2.72 to 4.75 signifying that the respondents agreed on those strategies. However, item 10 has a mean score of 2.41 showing that respondents disagreed on the strategies: sharing facilities with other nearby institutions by cooperative schedule and joint financing. Such was not acceptable as strategy for improving material resources in the college.



Discussion

The findings in Table 1 revealed that the strategies listed help in improving human resources in Alvan Ikokwu College of Education. This finding is in line with Uzo_Okonkwo and Odu (2017) who noted that schools should take steps to help in the teaching and learning of Business Education by providing enough materials, resource persons, facilities and encourage collaborations between schools and industries. Furthermore, the findings in Table 2 showed that most of the strategies identified could enhance the use of material resources in the teaching of Business Education. The finding is in line with the opinions of Mmeremukwu-fiac and Onwukwe (2016) who opined that government should liaise with other stake holders in the society to put in place a workable ICT policy for tertiary institutions and that business Education curriculum should be reviewed to include e-learning in the instructional delivery. Udofia (2013) also noted that different stake holders such as parents, teachers, administrators, ministers among others should participate directly in funding vocational Business Education programme.

Conclusion

The success of any project is affected by the resources available to implement such project and business Education as an academic and laudable programme can only be effective when both human and material resources are provided.

Recommendations

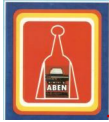
Sequel to the findings of the study and conclusion, the following recommendations were made:-

The students of the department should pay a certain small amount as development levy to help maintain the equipment in the department.

Lecturers and office staff of the department should be sponsored constantly for training, workshops and seminars on modern equipment for updating of their knowledge.

The department should establish consultancy unit and link up with successful Alumni members and philanthropists who may be kind to assist in equipping ICT laboratories, donate other equipment and their names should be written on any laboratory equipment or building donated by such persons.

The department should keep effective accounting system to ensure that the money obtained and generated internally are adequately utilized to provide the needed educational resources.



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EMPLOYABILITY- CENTERED CURRICULUM AND BUSINESS EDUCATION STUDENTS' LABOUR MARKET PROSPECTS IN RIVERS STATE

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Abstract

This is a descriptive study conducted to examine the concept of employability-centered curriculum and labour market prospects of Business Education students. In achieving the underlying purpose, a sample of 70 Business Educators and programme coordinators charged with curriculum planning and implementation was used in the study. A 23- item instrument, structured on a 4-point rating scale was validated and pilot tested and the reliability coefficient was calculated using Pearson Product Moment Coefficient to achieve 0.87 internal consistencies. Quantitative data collected from respondents were analyzed using Descriptive statistics-means and standard deviation. The findings showed that broader career-specific learning environment, experiential learning, professional skill development, global orientations and access to business information in students' specific discipline are core employability-centered curriculum framework of action that could guide curriculum and instruction planners in universities. The study recommended that rebranding of institution's mission, system-wide employability curriculum and interface with industry are practical approaches university could undertake to enrich the educational experience of their students and ensure their successful transition into the labour market. These best practices when incorporated into the curriculum by institution management would help students develop valuable career-specific employability skills that guarantee the employers and assure stakeholders of students' readiness for employment. Institutional leadership in various universities should be encouraged to adopt the employability-centered dimensions and set up practical approaches as framework of action to broaden the current Business Education curriculum so as to provide students, valuable competencies required by employers.

Keywords: Labour market, Curriculum, Employability-centered curriculum, Innovative pedagogy, Employment.



Introduction

Conventional education has become inadequate for labour market preparation. In recent times, researchers have pathetically reacted differently to the current global skills mismatch between university graduates and needs of potential employers (Arum & Roksa, 2014, YouGov Survey, 2013, Gergen & Rego 2014, Mourshed, Patel & Suder 2014, Calonge & Shah, 2016). Many companies today find it increasingly difficult getting graduates with the right skills for the entry-level positions and thus contributing to the global unemployment phenomenon (Harris, 2013). City & Guilds (2013) survey reported that three quarters of employers in the Information Technology (IT) and Digital industries swiftly lamented the educational system inability to meet the needs of business. In corroborating these viewpoints, Belkin (2015), Mourshed & Suder (2014) attributed the prevalent condition to significant disconnect between the world of education and employment resulting in difficulty in finding qualified applicants. Employment sectors today are 'hollow-out' shells' for lack of skilled graduates and the leading reason for entry-level vacancies (IET, 2014; Kaka, Madgavkar, Manyika, Bughin & Parameswaran, 2014). The aspirations of young people and their future prosperity have been negatively affected thereby creating global unemployment problem (Coughlan, 2014; Akpomi & Nnadi, 2010). In many instances, the curriculum content operated in universities is incompatible with competences needed for employment. This situation suggests continue scientific interest to connect the existing curriculum in business education to labour market reality. Khurana (2007), Mamun & Mohamad, (2009), Global Business School Network (GBSN, 2017) all propose strengthening the operational curriculum to be more intellectual relevant and connects it to students' career in the immediate and the medium term. Curriculum as an instrument of knowledge construction, the concept of employability has been over-theorized and subjected to conventional methods of teaching that produce job hunters than graduates having entrepreneurial instincts and intentions. Curriculum is the fundamental source of all intellectual disciplines. Generally, curriculum in higher education is a body of interdependent knowledge sequentially and systematically planned to provide students qualitative learning and career education. There are several dimensions to curriculum planning and the process is subject to multifactor analysis. The cognitive theorists refer to learning as logical method for organizing and interpreting learning activities. Learning experiences are demonstrated through specific practices like



reflective thinking, creative thinking, intuitive thinking and discovery learning. Samuel & Alamina (2006) and Akpomi (2005) described curriculum as all the experiences, total programme of activities or learning of educational objectives planned and directed by the school to attain its educational goals. The Tyler's model divided specifically into four ideological strands such as purpose, organization of experience, methods of teaching and evaluation; although still remain very relevant in education today but never envisaged possible changes in the labour market as a result of globalization and technological changes. This blight future prospects facing business education graduates in Nigeria requires employability centered curriculum that can satisfactorily meet the unstable demands of employers. Employability-centered curriculum is a paradigm shift from the traditional known perspective of curriculum to knowledge-based and skill-based learning that prepare students for enterprise development, self-employment and social adjustment in society. Employability connects the university and the marketplace together and enhances institutional capacity to deliver highly innovative curricula to students by integrating academics to vocation. Kao and Mao (2011), Ikpesu (2017) suggest customized curricula that could satisfactorily meet students' personal needs and prepare them to learn critical skills, knowledge and attitudes to compete favourably in their target global markets. Juvonen (2012) enjoin universities and educators in particular all over the world to provide university students with appropriate skills that offer them opportunity for higher success during studies and also after graduation since life challenges in the years ahead are unpredictable.

Employability as a cardinal aspect of curricula has attracted enormous contextual definitions and scientific contribution from different scholars. Blackmore, Bulaitis, Jackman & Tan (2016), Huang, Turner & Chen (2014) had observed that employability has assumed a global recognition and popularity thus increasing attention is being given to the role of higher education in developing employability. Employability-centered curriculum is a paradigm shift from the traditional known perspective of curriculum. Business education providers must seek to improve the employability levels of students and graduates thereby ensuring that their skills and knowledge are fit-for-purpose for the graduate labour market after graduation (Val-Ossai & Akpomi, 2017). Employability is generally knowledge-based and skill-based curriculum that prepares students for world of work, enterprise development, self-employment and social adjustment in society as depicted below:

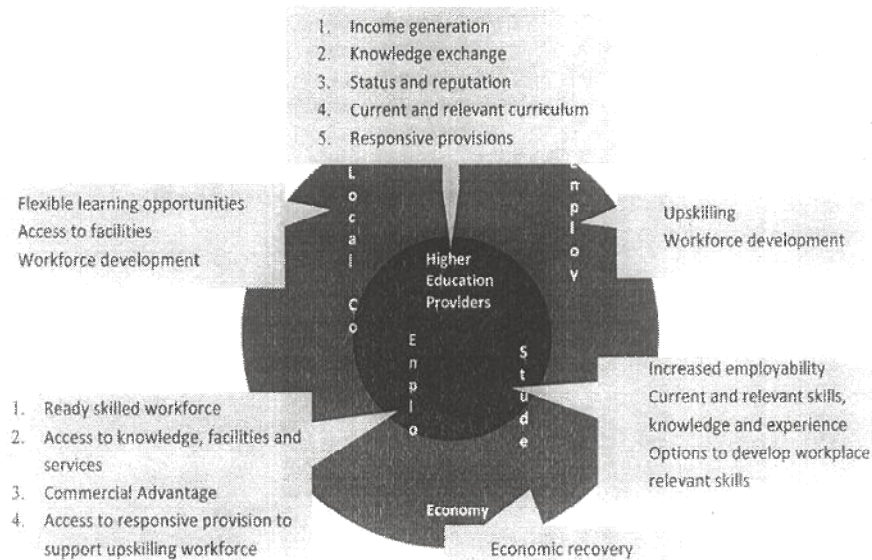


Figure 1: Stakeholders in Employability

Blackmore, Bulaitis, Jackman & Tan (2016: 10). Employability in higher education: A review of practice and strategies around the world, University of Exeter. The infographic clearly outlined key partners' participation in institution-wide employability-based curriculum in universities. Employability is a new concept that connects the university and the marketplace. It is the ability of university to deliver highly innovative curricula to students through integration of academics and vocation in an appropriate manner. Employability objectives are embedded into the curriculum as responsive mechanisms to employer demands and serial changes in workplace. Employability fosters multiple means of engagement for students and facilitates their transition to the workplace. Thus, employability is the combination of knowledge, competences and personal attributes that make graduates more likely to secure employment and continue progressively during their career (Blackmore et al, 2016). University of Kansas' Roadmap for Creating Global Professionals (2014) considers employability-centered curriculum as a means of producing graduates having the ability to thrive in a dynamic and increasingly uncertain workforce. Thus, employability is the capability of an individual to find suitable work after graduation having possessed both expert proficiency in particular field and intelligent application of expertise to a wider contexts, communicate well and ably adapt to new



information. Yorke and Mantz (2004) define employability as a practical intelligence related to specific and contextual knowledge which is tacit and resistant to capture because it is intuitive quality. Employability is the person's capability to re-organize existing knowledge in new and unexpected combinations by envisioning relative merits of opposing or contesting arguments or by an understanding of the deep complexity of language in its different forms, historical or contemporary (Knight & Mantz, 2004). Employability is discipline-specific build into the curriculum to strengthen student's desirable competencies such as communication, abstract thinking and emotional intelligence and apply expertise to multiple contexts, industry and workplace. Corroborating these viewpoints, Samson (2013) described employability as highly human skills that included basic thinking skills and symbolism, conscious monitoring and control, hypothesizing, creativity and imagination, subjective decision making, social skills and responsibility. In analyzing employability and its social capital consequences the concept is connected to innovative methods of learning. NBEA (2003) however observed that amidst the variety of instructional strategies appropriate for business education classroom, too often, many business educators have strong preference for few which they are mostly comfortable with. Teaching in the 21st century must traverse beyond transferring existing information to students to creating learning environments that stimulate them to take responsibility, create knowledge through shared practice and bolster their self-confidence. Scientific arguments underpinned explicit implications of teaching methods for enhancing student participation and boosting higher order learning and interest. Juvonen (2012) posits that the pedagogical background for the School of future will be based on learning as social and communal process, teaching as the driving force of the process while knowledge is the fuel and product of the learning process.

The emerging impact of case studies is related to increase learning positivity (NBEA, 2003; Albaqami, 2016; Mohammad, 2015; Tracy & Wadeldfogel, 1997; Romm & Pliskin, 2000; Brabston, Henley & White, 1999). Case methods as an integral instructional strategy applies in business education as critically analyzing real world problem and construct knowledge (Rosenthal 2016). Case method refers to critical examination of a situation to elicit a response or action, followed by a thorough discussion of observations, opinions, interpretations, recommendations and expected outcomes. In other words, case studies are student-centered instructional



strategy used by business educators to provide students apt opportunity to objectively diagnose a problem and proffer solution. These viewpoints are supported by social learning theory that makes learning a social participation (Wenger, 1998). The various classification of the process of learning include meaning (experience), identity (learning to become), practice (learning as doing), and community (learning as belong). Learning environment connects community of students together to share the same interests, objectives even beliefs and values (Brown & Duguid, 1991). Social learning environment engenders experimental learning with resultant effects of emerging communities of students as practitioners of knowledge. The ideological strands of social learning environment are quite strengthened by experimental learning and active learning behaviour. Kolb (1984) defines experimental learning as a central process of human adaptation to the social and physical environment. Experimental learning is subdivided into active experimentation, divergent knowledge, reflective observation and abstract conceptualization. These different paths of knowledge construction are very fundamental to students. Kolb's definition of affective complex learning environments as learning situation which emphasizes the act of experiencing what is actually like to be a professional in one's discipline under study. Business educators as role model in the profession relate, communicate to individual students personally as a colleague rather than an authority and provide personalized feedback that satisfactorily meets each student needs and goals (Akpomi & Amesi, 2013). These learning experiences are major sources of knowledge creation, evolving employability skills needed to become successful and highly competitive in the labour market. However, the concept of employability is not limited only to employment but a combination or 'set of achievements' of skills, knowledge, understanding and personal attributes, that collectively make a graduate more likely to gain and remain in employment (EACEA, 2015, Oliveira, 2015, Williams & Crammer, 2009). This supportive argument implies that employability is value-oriented, engenders intellectual rigour and meaningful engagement. Therefore, employability is seen as individual attribute that enhances his success within employment hence employability skills are skills for life (Cole & Tibby, 2013). Employment is the productive and profitable engagement of individuals using acquired knowledge, skills and technology to contribute meaningfully to organization either as employees, managers, or self-employed, entrepreneurs and producers. Employment is therefore one most important way individuals contribute to economic growth using their human capital.



Research Questions

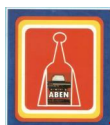
How do the various dimensions of employability-centered curriculum in business education directly broaden facilitate students labour market prospects?

What are those institutional practical approaches for developing labour market-driven curriculum?

What are those valuable employability competences required in the curriculum to enhance business education students' labour market prospects?

Methods

The descriptive study generated analytical data that supports the reinvention of the long practiced conventional curriculum that is inadequate in preparing students for the highly flexible labour market. In achieving the study objectives, the researcher scholarly engaged in thematic literature search and discussed the concepts of labour market, curriculum, employability-centered curriculum, and innovative pedagogical practices and employment. The accessible population of 70 Business Educators was obtained from the two-state owned universities, namely, Rivers State University and Ignatius Ajuru University of Education. The entire population made up the sample, since it was manageable. This study group has versatile knowledge and practical experience in curriculum planning and implementation to provide leading information about the employability-centered curriculum in the universities in Rivers State. A 23 item questionnaire structured on 4 point rating scale of Strongly Agreed (SA) -4point, Agreed (A) -3point, Disagreed (D) -2point and Strongly Disagreed (SD) -1point was used to obtain data. The instrument was validated by Business Education curriculum and Measurement and Evaluation experts respectively. Pilot testing was done in Niger Delta University, Wilberforce Island, Amassoma; responses were calculated using Pearson Product Moment Coefficient (PPMC) to achieve 0.87 coefficient reliability. The instrument was then administered by the researchers to the respondents. Finally, quantitative data collected from 60 respondents were analyzed using descriptive statistics, namely, mean and standard deviation. The analytical decision is categorized into maximum mean score of 2.50 and above as agreed while the minimum mean result of 2.05 represents disagreed.



Result Presentation

Table 1: *Mean Analysis of Dimensions of Employability for enhancing Labour Market Prospects*

S/N	Measurement Instrument	0	STD
1.	create broader career-specific learning environment	2.52	.5570
2.	initiate and support policies that experiential learning	2.52	.5909
3.	introduce to students world of work useful to them	2.77	.4233
4.	introduce courses that will enhance students professional skills	2.59	.7310
5.	initiate meaningful networks that provide students access opportunities	3.23	.5784
6.	initiate and implement courses that give students global perspectives	2.74	.5213
7.	access to global information in their respective discipline	2.95	.8050

The analytical table clearly showed mean results above the minimum cut off point which signify that the various measurable dimensions of employability-based curriculum are critical to students' labour market prospects.

Table 2: *Mean Responses for Practical Approaches for implementing Employability Curriculum*

S/N	Institutional Practical Techniques	0	STD
1.	Rebranding institutional missions to support EC	3.74	.5023
2.	Introduce institution-wide employability-based curricula	3.00	.0000
3.	Involving faculty and external stakeholders in implementing the curriculum	3.48	.6707
4.	Creating Online platform to drive the employability curriculum	3.41	.5140
5.	Introduce Online learning module to engage the students	3.61	.4888
6.	Introduce and use flexible assessment tools to make the process more reliable	3.24	.4293
7.	organizing regular workshops to acquaint students with the values of labour market	3.75	.4351
8.	Institutional interface with industry is vital to labour market orientation	3.30	.4637
9.	Create and support workplace environment connecting the classroom to career aspiration	3.79	.4033

The table above showed higher mean results which implies that these practical approaches are key to institution-wide employability-centered learning environment to leverage on student future labour market prospects.

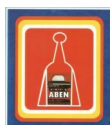


Table 3: *Mean Responses of Valuable Competencies*

S/N	Measurement Instrument	0	STD
1.	The ability to plan and prioritize work is a major curricula step for meeting student labour market need.	3.13	.5490
2.	Being able to communicate effectively is very important need of employer	2.63	.5641
3.	EC problem solving orientation meets need of labour market	2.72	.4483
4.	leveraging student commercial awareness is most essential	2.58	.751
5.	EC prepare students to be enterprise minded and is mostly valued labour market need	2.91	.477
6.	Collaboration is a major workplace need of employer in institutional curricula	2.70	.5282
7.	Leadership quality is key EC way for meeting students' labour market need.	2.90	.7821

The above table has shown some selected most valuable competencies employers want students have in order to be fit-for-purpose and become sought-after professionals in the labour market.

Discussion of Major Findings

The findings uncovered some specific dimensions of employability critical to the development of adaptable and multilayered skill labour force. The multi-purpose dimensions of employability are fundamental action framework universities could apply when employability curriculum is planned and implemented in business education. Employability-based curriculum in business education integrates both academic learning, experiential learning for professional development and career maturity, meaningful connections and global perspectives for meaningful student learning experiences. The curriculum as knowledge-based and skill-based learning activity is adapted to economic and technological changes students' likely faced in labour market. In this way, many universities purposively respond to the negative public perceptions of graduate ability to find suitable employment. Employability significantly determined employment chances of young degree holders. Contrary to these findings, Mourshed, Farrell and Barton (2013) noted that 44% young adults still face uncertainty or unpredicted circumstances excepts their post-secondary education has improved their chances of finding a job. The practical approaches identified in this study such as rebranding missions, introduction of institution-wide employability-based curriculum, organizing regular workshop, using flexible



assessment tools are essential requirements for setting up employability-centered learning environment to leverage on student future labour market prospects. These practical approaches redirect the various learning experiences and adequately prepare students for their professional work-life.

The findings had also corroborated some institutional best practices initiated by institutional managers at different levels in making employability-based curriculum university affair. Such universities rebrand their existing missions to support employability, initiate and implement university -wide employability curriculum; organize workshops for faculty and external stakeholders to drive the new policies. Employability curriculum is implemented using online platform and online modules to stimulate self-pace learning and knowledge construction. Importantly, flexible online assessment tools are designed to evaluate active participation and strengthen student career exploration. Institutional interface with industry plays significant role and promotes the culture of internship, expose them to world of work and develop practical intelligence necessary for employment and entrepreneurship. The learning environment therefore connects community of students together to share the same interests, objectives even beliefs and values (Brown & Duguid, 1991). In response to the concern for skill gap palaver and employer unstable employment conditions, certain competencies have been found to be employer most valuable employability skills. Specifically, these most valuable competencies employers want students have in order to be fit-for-purpose and become sought-after professionals in the labour market include ability to plan and prioritize work, effective communication, problem solving skills and commercial awareness. The competencies, skills, and knowledge are important requirements to secure and retain a job, progress at work and cope with change. Employers have strong preference for worker enterprise that can intelligently identify opportunities for money and provide the needed leadership in leveraging the organization growth.

Conclusion

Employability-based curriculum is a contemporary approach adopted by universities to address the incompatibility of operational curriculum and labour market unstable conditions. The various employability-centered require universities rebranding their institution missions, create and strengthen internal and external interface, introduce online platform and online modules for the implementation of



system-wide employability-based curricula. This career-specific learning environment created by the university adequately prepare students' professional skills, build meaningful network and access to opportunities, enhance their global outlook and access to global business information. Students on the other hand acquire career-specific competencies such as planning and prioritization of work, effective communication, commercial awareness, collaboration or teamwork coordination and leadership skills prefer by employers. These valuable competencies changed their global outlook and make them most sought-after-professionals ready for employment or entrepreneurship.

Recommendations

Based on the findings, the following recommendations are made for the creation of employability-centered curriculum:

Adoption of employability-centered dimensions as framework of action to rethink and broaden the current Business Education curriculum so as to develop students valuable competencies required by employers.

Strengthen their interface with external stakeholders in order to create career-specific learning environment for students' professional development and adequate industrial exposure to complement theories and concepts.

Create online platform and modules to support the implementation of employability-based curriculum and give students flexible self-pace learning and individualized knowledge construction and improve their global outlook.

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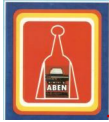
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ISSUES AND TRENDS FOR DEVELOPING HUMAN RESOURCES IN TERTIARY BUSINESS EDUCATION FOR YOUTH EMPOWERMENT AND NATIONAL DEVELOPMENT

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Abstract

This paper observes that Nigeria's higher educational institutions have fallen short of expectations their products (graduates) lack the skills required by the labour market and this trend results in mass graduate unemployment, since they would have assisted them to be self-reliant. The ever-increasing pace of technological changes in the fields of business and economy generally has rendered the teaching of business skills and the training of skilled manpower ever more challenging. The problem posed by this development is the search for graduates and competent business educators with the knowledge and skills needed by employers of labour in business offices, industry and public sector. The task of producing skilled human resources development for youth empowerment, productivity, and efficiency in society lies with skilled trainers and the quality of the training institutions. The implications of the development of a virile higher-level skilled work force for the economy are critically analysed and recommendations are made to relevant publics, especially the universities and its tutors.

Keywords: Human Resources, Business Education, Youth Empowerment and National Development.

Introduction

The rapid development of any nation depends largely on the caliber of its youths, since every sector of a nation's economy is managed by competent personnel who are mostly young people. The introduction of microelectronics, telecommunication equipment, internet and computers into modern offices calls for training and



development of competent youths who are equipped with the various skills needed by the market. One of the goals of Nigerian tertiary education is the acquisition of both physical and intellectual skills which will enable individuals to be self-reliant and useful members of the society (FRN, 2014). It is the statutory duty of the Nigerian higher education to groom the required human capital through relevant manpower training, abilities, attitudes, skills and knowledge (Babalola, 2007). An outstanding human capital assumption is that after finishing formal tertiary education, graduates should be able to make a successful transition from these institutions of higher learning to become productive workers, self-reliant entrepreneurs, responsible parents, good citizens, selfless leaders, and live healthy lives. It is assumed, also that after graduation, young people can then develop additional skills through training and experience that could further enhance their opportunities, capabilities and second chances in life.

Despite the effort of the government to create about two million jobs per annum, most tertiary graduates stay far above the age of 34 years before entering their first job. Bello in Babalola (2007) reveals that unemployment incidence in Nigeria affects energetic youths within the ages of 20.24 and 25 years more than any other age groups in Nigeria. This implies that many youths with dynamic resources wonder around without being gainfully engaged. With this huge human capital waste, the question which this study will attempt to answer is do large numbers of university graduates go jobless for months or even years, while labour complain of lack of skilled workers; and how can universities assist in training skilled business graduates for the Nigerian economy? The answer to the above questions according to FME (2006) and other employers of labour are:

That there is a mismatch between teaching in the institutions of learning and the needs of the labour market.

It also shows that majority of students learn through lectures and academic textbooks and are academically sound but they have limited opportunities of acquiring practical experience by using machinery, equipment and practical techniques associated with the professions.

There is lack of qualified teachers to teach vocational, innovative, entrepreneurship and job skills.

Finally, there is lack of consultation with private sector which has led to teaching of outdated curriculum, outdated resources and outdated teaching methods.



The findings from Federal Ministry of Education confirm the earlier assertion by World Bank (2012) that the growing unemployment among recent graduates, especially at the tertiary level, stems in part, from the mismatch between educational output and requirements of the labour market. Skill mismatch is a major concern in Nigeria where tertiary education graduates acquire skills that are not demanded by the labour market.

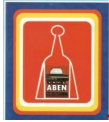
Concept of Human Resources

The word human resources refers to people in work organization who are endowed with a range of abilities, talents, and attitudes; who also influence productivity, quality and profitability (Out, 2014). It includes all the people working in an organization. All activities of any enterprise are initiated and determined by the persons that make up that institution. Human resources, not capital constitute the ultimate basis for the wealth of nations. Human beings are the active agents who accumulate capital, exploit natural resources, build social, economic and political organization and cause national development. Succinctly put, no nation can develop above the intellectual ability of its citizens (Bel-Molokwu, 2015).

According to Mba (2016), the real wealth of a nation is in its people. It is the people who employ, promote, organize, lead, mobilize and decide which product and quality of services are to be delivered. Dessler (2014) was also of the same opinion when he maintained that it is the workforce and the company's inability to recruit and maintain good workforce that constitute the bottleneck for production.

Human resources differs from other resources the employer uses because individuals are endowed with varying levels of ability including aptitudes, skills and knowledge with personality traits, gender, role perception and differences in experience, and partly as a result of differences in motivation and commitment. Human resources also have the capacity to form groups and trade unions to defend or further their economic interest.

Human resources are those acquired and functional knowledge and skills which individuals can supply and gainfully utilize for purposes of achieving optimum productivity. Human resources consist of improving individuals functioning within a production system, making use of their knowledge and skills for purposes of improving development. The individual can perform such related tasks as design, construction, organization, quality control, administration and supervision, marketing, training and retraining, operation repair and services (Olaitan, Igbo, Ekong, Nwachukwu & Onyemaechi, 2010).



Human resources in an organization detects how efficient, successful and competitive such an organization should be. Supporting this opinion, Armstrong (2017) expressed that people and their collective skills, abilities and experiences coupled with their ability to deploy these in the interest of the employing organizations are now recognized as making a significant contribution to organizational success and as constituting a major source of competitive advantage.

Aliyu (2016) defined human resources as the available manpower or labour force which an organization has at a given period and being used for the production of goods and services. Aliyu went on to explain that human resource in an academic understanding would encompass all the persons (both men and women) from the top to the bottom (highest to the lowest) hierarchy of an organization. According to him, these workers have skills, values, attitudes and experiences which are crucial for producing high quality standards.

Concept of Business Education

Business education programme is the aspect of vocational education programme that assists individuals to acquire skills, which they can apply to solve problems in business and office occupations (Ndinechi, 2011).

According to Osuala (2009), Business education is a programme of instruction which consists of two parts:

Office education being a vocational education programme for office careers through initial, refresher and upgrading education leading to employability and advancement in office occupation.

General business being a programme of instruction to provide students with information and competencies which are needed by all in managing personal business affairs and in using the services of the business world. From the above definitions, we can see that everybody needs business education either for occupational purpose or for a general business use.

Business education involves teaching students the fundamentals, theories and process of business. Education at this stage occurs at several levels including secondary education and higher education with the greatest activity occurring in the latter. Business education typically prepares students for an occupation in business or a business-related field or a teaching career in academics (Dhaka, 2013). It is that aspect of vocational education that prepares skilled manpower that will be productive in a paid employment or in employment. In Business education attitudes, skills and knowledge learnt help the individual to be efficient and effective in his



work in accordance with the needs of the society at any point in time. Aliyu in Ojechi (2015) supports the above meaning of Business Education when he says that Business education is education for the acquisition and development of skills and competencies, attitudes, and attributes which are necessary for efficiency of the economic system. In like manner, Amor in Onwuachi (2013) affirms that Business Education is aimed at production of competent, skillful, dynamic and knowledgeable graduates that can work in the world of work or impart knowledge into others, and be able to handle sophisticated office technologies and information systems. From the above, it can be seen that Business Education equips graduates with necessary skills they will utilize to become employers of labour instead of job seekers thereby enhancing and reinforcing quality in education.

Okwuanasor and Nwazor (2012), defined business education as a process of instructing a person what happens during business transacts in offices, banks, markets and anywhere money changes hands. It is also a type of education that helps someone to learn the facts, acquire the skills, develop abilities, solve problems and be able to have business-like attitudes useful for success in business situations. Obijole (2015) sees business education as a type of specialized education that is concerned with informing students about economic and business concepts and skills that might be of use in later life. He further stated that it helps a lot in solving national economic problems by matching workers to jobs, thus overcoming unemployment bottlenecks.

Objectives of Business Education at Tertiary Level

Business education at the tertiary level is much more specialized, for instance, while business graduates from a College of Education or faculty of education in a University are prepared as educators and/or trainers, business graduates from polytechnics and business/social science faculties of universities are groomed for positions in the public and private sectors. COOU (2017) outlined the objectives of Business Education at tertiary level as thus:

To assist the education sector by producing a committed and efficient breed of business education teachers for junior and senior sections of the Nigerian secondary schools.

To produce manpower endowed with analytical and critical knowledge of the major factors in contemporary business world to influence the development of a virile economy.

To provide a course of instruction and all necessary facilities and explosive for the pursuit and acquisition of learning and knowledge for services to humanity.



To provide adequate educational foundation for interested graduates to pursue higher degree in business education or other relevant areas in education.

Other objectives include:

To equip students for careers as professional secretaries, accountants, managers and business consultants.

To prepare students for employment in business and industrial establishments and cooperatives colleges, as well as in the various government/rural development schemes.

To provide opportunities for students to develop an understanding of business and economic system of the nation so as to enable them participate actively as producers and consumers of goods and services.

To develop in students the basic awareness of the contribution which business and office employees make to the nation's economy.

To enable students have career consciousness and economic understanding of the free enterprise system.

To prepare students to be the entrepreneurs of tomorrow. That is equipping students to be job creators rather than job seekers on graduation.

As result of inadequate number of qualified teachers, not much of the above goals have been achieved. The teaching cadre according to Aleyideino (2000) is still riddled with a vast army of professionally unqualified staff, and severe shortages especially in some crucial subject areas have continued to plague our educational system. Business education is one of such subject areas. Very few federal and state universities offer business education in Nigeria in its full programmes. Also, the qualities of equipment and facility in the universities have both deteriorated and the existing ones are grossly inadequate for the large number of students admitted per programme.

Youth Empowerment

The BBC English Dictionary (2013) defines empowerment as “giving to the individual power to take decisions in matters relating to themselves”. Hornby (2009) sees empowerment as “to give someone the power or legal right to do something.” The term 'empowerment' according to Awojobe (2013) is a derivative from the word 'power', and from the lay man's point of view means to enable an individual or group of people to gain power. Bhasin (2014) sees empowerment not



as having power over others or to control more shares, but rather as power to fight, power to control one's greed and avarice, power to nurture, treat and care for others, power to fight for justice, ethics, morality, power to achieve inner growth leading to wisdom and compassion.

Youth empowerment according to Latino (2015), means to authorize someone to exercise power. Looking at the various definitions given by different authors, youth empowerment could be said to connote a process through which the growing individual between the ages of 18 to 35 years are provided with experiences that promote self-actualization, greater control over their individual and collective destinies and their ability to effectively contribute to the advancement of their unmediated and global communities over a period of time. It can be regarded as a dynamic process which enhances their ability to change structures and ideologies which make them feel marginalized. Youth empowerment in a nutshell therefore means providing an enabling empowerment to develop their true potentials so that they can contribute meaningfully to the development of the society in which they live. Generally, empowerment implies acquiring power or energizing an individual or an identified homogenous group through the concerted provision of appropriate experiences or process, to act in a pre-determined capacity and/or direction. It could also mean how individuals/communities engage in learning processes in which they create appropriate and shared knowledge, tools and techniques in order to change and improve the quality of their own lives and societies. Through empowerment, individuals not only manage and adapt to change but also contribute to or generate changes in their lives and environments.

Office Technologies and Youth Empowerment

Office technologies are those machines and equipments used in carrying out office functions. These include computers, communication gadgets and word processors. Technological advancement in business education refers to the improvements in office machines and in the methods of their use and application in business, commerce and industry in order to increase productivity and facilitate effective management.

There are many telecommunication gadgets which are in use in offices today and which business educators and the students must be familiar with Agomuo (2005) opined that the ability to use modern communication and information technologies are some of the competencies needed in today's business environment. All the



business skills and competencies required for use in business offices, clerical occupation's and economic affairs especially in the areas of accounting, business management, data processing, office education, marketing and communications are now being performed through the use of computer.

The demands of the modern office today are highly technological. In other words, the acquisition of office technology skills and their use in offices and personal lives would definitely lead to self reliance and eventual development of the economy. Youths would be skilled in word processing, data processing, telecommunication, reprographic, micrographic, computer and communication competencies. These are core areas of office technology that would make the youthful graduate to be gainfully employed or self-employed thus becoming another employer of labour.

Tertiary Education Human Resources Development (HRD) and Youth Empowerment

The resources employed in the management process are both materials and human. Ohakwe (1998) in Usoro (2000) saw human resources as the people with different specializations, roles and capabilities who are an integral part of the organization. Human resources constitute all people resident in the nation or organization who are capable of contributing to the social and economic well being of that nation or organization. They may be direct employees, clients or customers, temporary employees or consultant, part-time persons or any person, with different types of other relationships to the organization. Physical/mental resources include: computer, audio video recording, infrastructural facilities stationeries, vehicles, television, sports equipment and models. However, resources in education can also include a piece of evidence, any piece of information, any idea and any contribution of these items which can help the young earner to develop his ability to learn, think, feel, discriminate and create, thereby being empowered. In organizational settings, human resources constitute the ultimate basis of a nation's wealth. This implies that youths are active catalysts who constitute wealth creators, material resources exploiters, builders of social, economic and political organizations and agents that stimulate national development; while capital and material resources are passive productive factors.

Efforts in developing human resources for higher-level manpower by institutions of learning come in levels. Colleges of Education award certificates for middle level training Nigeria Certificate in Education (NCE). Some of these colleges award



degrees in affiliation with federal universities. Polytechnics and colleges of technology award OND Ordinary National Diploma and HND Higher National Diploma; while Nigerian universities award B.Sc., M.Sc., and Ph.D in business education and business management programmes. The acquisition of these qualifications is expected to equip a graduate with skills that should make him employable or self-employed thereby becoming an employer of labour to better the economy of the nation. Since business education programmes require the services of well-qualified personnel, technical experts of varying grades to operate the different equipment materials and facilities available, it is necessary that their preparation for the world of work should be carefully planned and executed by higher educational institutions to achieve the desired goals of youth empowerment.

Strategies Available for Human Resources Development and Youth Empowerment

Training and Retraining of Business Youths: As technology changes and advances rapidly, it necessitates corresponding rapid changes in human resources needed. The prevailing business condition at any time determines the number and type of workers needed. In recognition of these above facts, there is need for training and retraining of business youths to meet the challenges of newer technologies to man Nigeria's vehicle of industrialization.

Acquisition of Practical Skills: There is need for practical skills that would reduce unemployment among youths and raise the tone of social and economic structure in Higher Education. Human resources managers should strive to assure that youth empowerment employment programmes have a high stability. The effective and intensive development of human resources among youths will solve the menacing unemployment problems, intensive skills development is needed.

Early Introduction of Technology: There is need for early introduction of technological knowledge in the secondary and tertiary institutions, providing and maintaining technology too in these institutions. Developing educational programmes to emphasize critical thinking and knowledge discovery and link them to technical/vocational development and youths empowerment.

Mentoring: Mentoring is another strategy available for human resources development. It is a practice in which a more experienced youth takes on a



less experienced one for the purpose of guiding, supporting, advising and assisting him/her towards professional development or efficiency. The strategy prepares the business youth for the challenges of the new millennium. The less experienced youth who is attached to the mentor consults the later on all matters and is properly guided in his/her professional activities. The innovation of mentoring is a very useful human resources development strategy because the youth learns from his/her mentor all that he/she could have gone elsewhere to learn.

Need to Set up Training Department: Another strategy is the need to set up a department of training and development in every youths institution. This department will be responsible for identifying training needs of staff, designing and implementing training and development programmes which will raise the performance level of youths in general and of business youth in particular.

There is need for consultancy units to organize short-term courses to improve the skills and competencies of business youths in the area of computer studies, use of modern audio-visual equipment and general maintenance of the computer and other office equipment.

Finally, there is need to mount regular workshops, symposia, conferences, short courses and seminars, and attendance at these seminars, conferences, workshops, etc. be made compulsory for business youths, in order to update their knowledge and keep abreast with new devices, technological changes and innovations coming up in their area of specialization.

Implications

The implications of this study is that institutions of learning and youth trainers should watch changes and demands of the labour market so that they could rethink, repackage, reposition and re-engineer their missions, messages and methods in line with the changing requirements of the labour market and those of the local communities continue.

Nigerian institutions need to prepare a youth for life sustenance in all positive forms. Business educators should re-think their approaches and strategies of training, and possibly consider adopting the competency based mode of educational delivery. Here, training is centred on specific skills and learners are assisted to develop them. Also, the need arises for the equipment and facilities position of the training



institution to be revisited. Effective business training requires, inter alia, that machines and equipment be suitable to learners on a one on one basis to ensure sufficient practice and development of facility and speed.

Conclusion

The role of grooming middle-level, intermediate and higher-level business graduate by the Nigerian tertiary educational institutions is gradually becoming very challenging. Since there are fewer job openings than graduates, the major challenge facing the institutions is to equip the graduates with appropriate skills and competencies for self-employment, self-reliance and where possible, employment in the formal sector. It is the possession of these skills needed by the labour market that will enable them contribute maximally to national development of the Nigerian nation.

Recommendations

A department of training and development should be set up in every higher educational institution. This department will be responsible for identifying training needs of youths, designing and implementing training and development programmes which should ensure high performance level of youths on graduation.

Consultancy units in conjunction with computer departments as well as the centre for educational services in our institutions of higher learning should be charged with the responsibility of organizing short term courses to improve the skills and competency level of business youths in areas of computer studies and information communication technology (ICT).

Skills acquisition programmes should be organized for new youths in the field of business to train and empower them. This will enable them develop a positive attitude towards work and labour.

Modern office machines comparable to those used in modern business offices should be provided for business education departments in higher institutions. This will ensure that business youths are adequately equipped for the challenges of office automation. The student-equipment ratio must be 1:1.

Business educators should be encouraged to register their membership in professional associations such as Association of Business Educators of Nigeria (ABEN), Nigerian Technical and Vocational Instruction Department



(NTVID), and the Nigerian Association for Educational Administration and Planning (NADAP). Professional Associations will provide them with the medium for interaction with professional colleagues as well as exchange of ideas and the cultivation of professional ethics. Nigeria youths need to be given adequate awareness on soft loans for entrepreneurship development activities. This is to encourage self-reliance and self-employment on graduation from the formal institutions of learning.

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HARNESSING THE FLIPPED CLASSROOM TEACHING MODEL TO ENHANCE ACTIVE LEARNING FOR GENERATION Z IN BUSINESS EDUCATION

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Abstract

This Paper focused on harnessing the flipped classroom model to enhance active learning in business education for generation Z. The flipped classroom model, a teaching approach that delivers lecture content to students at home through recorded videos and uses class time for practical application activities may be useful for business education. Hence, the paper discussed the nature and objectives of business education, the generation Z's lack of interest in learning, the characteristics of generation Z's or digital natives, active learning, the flipped classroom model, illustrated with examples in several fields of study that have applied the flipped classroom model including vocational and technical education. Pedagogical benefits of the model in active learning along with potential challenges were presented in tables. Since students' response to the flipped classroom model was largely positive, the authors concluded that harnessing this model to teaching business education students will be the most consequential idea to changing pedagogy that has appeared in recent times. It was recommended amongst others that business educators should experiment this model in teaching courses that depend on students understanding the underlying principles and theoretical concepts before making practical application.

Keywords: *Harnessing, Flipped classroom, active learning, generation Z.*

Introduction

Business Education is an engine for the development of a society characterized by individuals who are curious, innovative, resilient and willing to adapt to changes. It is a systematic course of study consisting of activities that imparts technical knowhow,



skills, ideas, attitude and competencies preparatory to an occupation, employment or to educate others. This implies that business education equips its recipients with functional and salable skills that make them self-reliant and self-sufficient. Therefore, such education should be imparted in a way that a positive transformation can take place in the students. They should acquire skills and competencies that will make them fit into the world of work in which best practices are focused on technology.

The Nigerian educational system operates much in the same way as it always has. Educators deliver instruction or lectures in a production line format while students sit silently in rigid rows and try to capture what the lecturer is saying the moment it is said. They cannot stop to reflect upon what is being said, and they may miss important points because they are trying to transcribe the instructor's words (Gayeta, 2017). Trying to record notes in real time does not allow for reflection and students do not often get to internalize and make sense of what is happening in the classroom (Merill, 2015). The students are expected to digest instruction, gain knowledge and regurgitate information during exams. In this teacher centered environment, the lecturer controls the delivery of content and the methods used to evaluate the students. If the goal of teaching is to engender understanding, the educators must change from the traditional approach which is teacher centered to a modern approach that is student centered that will engage students of this generation.

A sense of urgency to adapt to the present generation's learning preferences is heightened as business and other educators increasingly strive to capture the attention of today's learners. Several universities and colleges of education have noticed the failure of students in learning and practicing the complicated and critical thinking skills needed in today's world. This results in low quality of education, hence most educators are changing from the traditional method of teaching to approaches or models that encourage active learning among students. Such teaching approaches in which the students can have a part in controlling the content, organize effective experience, think creatively, reinforce cognitive development and improve their academic performance (Aljaser 2017). Different innovative approaches and models have emerged in a search for ways to motivate students to learn. These are effective ways to teach as well as to develop the so called 21st century skills, such as critical thinking, communication, collaboration, creativity, media, information and technology skills.



Acquisition of these relevant skills can be facilitated when educators and students are active in developing knowledge. They work together in the teaching learning process to make their educational experiences relevant and meaningful. Students are not expected to repeat what the teacher says, instead they are expected to explore, elaborate and demonstrate their understanding of the words content or message (Gayata, 2017). This is noteworthy since learning is not about plugging information into a predetermined algorithm to produce an answer. Learning is about ideas and making connections. Learners need opportunities to interact and make meaning of their work (Merril, 2015) as they prepare for real multifaceted problems that exist in the world of work.

Nature of Business Education

Business education is a programme or course of study consisting of various activities that impart technical knowhow, skills, ideas, attitude and competencies preparatory to an occupation, employment, owning a business or to educate others. Agomou (2006) noted that business education plays a significant role of providing knowledge and skills to the learner thereby enabling them to adequately impart knowledge and skills into others and handle sophisticated office technologies and information systems. Business education is a component of vocational education that prepares its beneficiary for the acquisition of appropriate skills, abilities and competencies both mental and physical as equipment for the individual to live in and contribute to the development of the society. Ogunmayi (2008) defined business education as a type of education that assists an individual to acquire skills to solve problems in business and office education. This definition sees business education as education that provides skills to its recipients in business and office occupation for employment or self-reliance. Business education is that aspect of education that grooms its trainee for employment in office occupations, distribution, and marketing occupations for the rapid growth of the Nation's economy. It is a unit of vocational and technical education which plays a significant role in positively influencing the socio-economic situation of the people and the nation. Aliyu (2007) in his conceptual framework for business education described education for business as the training provided for some students to be productive workers and the education about business as training for students to be informed citizens. It implies that the business education programme is aimed at providing individuals with economic understanding which will further improve the individual's standard of living and in furtherance, the business system. This definition suggests that the business world of production and consumption of goods and services require people of business education background



to propel the economy and leave the much-desired growth and development as a legacy. The contemporary and industrial business environment of today requires the ability to set up, create and manage a small scale business which has been described as the engine of growth of many world economies and as a poverty reduction strategy. Accordingly, Val-Ossai and Akpomi (2017) asserted that business education is a programme in education that prepares students for entry into and advancement of jobs within the business environment. Val-Ossai and Akpomi stressed further that it is an educational programme which involves acquisition of skills, knowledge and competencies which makes the recipient/beneficiary proficient in his business activities.

The Objectives of Business Education

Business education is one of the vocational courses offered in Nigerian tertiary institutions. Globally business education courses are aimed at equipping individuals with knowledge, skills vocations and attitudes needed to manage personal business as well as function effectively in the economic system (American Vocational Association, as cited in Azih and Nwagwu, 2015). In an attempt to elucidate further what business education is all about Njoku (as cited in Njoku, 2019) have itemized some of the objectives of business education as:

- To empower the individual with desirable skills, knowledge and value to perform specific functions as to become self-reliant.
- To help him appreciate the world around him and contribute maximally to the social, cultural and economic development of his nation.
- To empower the individual in such a way that the individual will develop his intellectual capability that would help him to make informed decisions in all spheres of life.
- To help the individual become a judicious spender and develop proper values for the achievement of healthy living and growth of the nation.
- To understand the political framework of a nation so as to contribute to national economic development.
- To develop personal and business attributes that will enable her live meaningfully and decently in the society.
- To help provide an individual with factual information that would enable her take an informed decision concerning life.
- To promote educational opportunities for individuals preparing for students to acquire knowledge and skills in areas other than chosen course of study.



Business education at the tertiary level has the dual focus of producing well-qualified business teachers who can help in the implementation of the business studies curriculum both in the junior and senior secondary school levels. On the other hand, it equally focuses on producing skilled and competent graduates who can secure office occupations in modern organizations. In this direction Ekwue and Eluro (2002) noted that business education helps to equip the graduates with the right skills to engage in a life of work in the office as well as for self employment. This presupposes that the beneficiaries of the business education programme can be gainfully employed in any industry or be self-employed. These objectives of business education are very laudable. However, these objectives cannot be achieved if the generation Z's who are the students currently in our tertiary institutions continue to lose interest in learning.

The Generation Z's Lack of Interest in Learning

The generation Z students are different from those of previous generations in specific ways that impact higher education. They are global, social, visual and technological. This most connected generation ever have used the internet since young age and are comfortable with technology and social media. Turner (2015) characterized generation Z as having a digital bond to internet, smart phones, tablets, interactive videos, interactive in-class activities and video conferencing system which paves way for widespread use of ICTs in instruction.

Although educators bemoan the generation Z's inability to focus as they remain passive in class and lose interest in learning, Prensky, (2010) pointed out that it is not the students' attention capabilities that changed but their tolerance and needs. The result is that at the end of the semester, they turn out with low grades while some fail examinations. Part of the reasons students are losing interest in learning can be attributed to reliance on traditional approaches that are not suited to the generation Z. It is worrisome that if the trend continues, business educators are not likely to realize their dream. If the dream of business educators, to solve real world problems by producing a generation that is curious, innovative, self-reliant and with resilience to adapt to new changes is to be realized, then incorporation of active learning strategies into the class is critical. We argue that changing to an appropriate digital pedagogy is a requirement to address the problem of students' lack of interest in learning because of changing needs and tolerance. Therefore, we will examine the flipped classroom model, active learning and other concepts associated with the recent model that are making waves in educational settings.



Characteristics of Generation Z, Generation Zers or Digital Natives

The generation Z (believed to be those born between 1995- 2010) Mohr & Mohr, (2017) is the most diverse generation yet. Often labeled Digital Natives, current 18-20 year olds are also known as Ebay babies and "information curators" resorting to their Google Reflex to interpret the world. Interestingly rather than the "me-centric" spirit attributed to the previous generation (millennials), the Z Generation is considered more "we-centric" (Seemiller & Grace, 2016) which makes them desire solution- oriented relationships with their peers and mentors.

The web revolution that started in the 1990's and continued till date, has exposed Generation Z students to an unprecedented amount of technology in their upbringing. Most of these Digital Natives have used the internet since young age and are comfortable with its technologies such as, Smartphone, tablets, interactive videos, interactive in-class activities and video conferencing, as they access the plethora of news bits and sound bites. Generation Z comprise the dominant generation of students currently entering colleges of education and universities. Meeting these students where they are may not be easy or comfortable for educators as many are still grappling with understanding these technologies. Teaching these Digital Natives with what they use 24/7 is critical. In a recent presentation, "Engaging Generation Z students" Cook, (2015) confirms that Gen-Z post secondary students tend to desire frequent educational opportunities that use technology and visual media. Rather than negatively stereotype these students and their learning behaviors, educators should consider generational differences that might hinder or help the teaching-learning dynamics and respond more positively to their educational preferences.

Flipped or Inverted Classroom (FC/IC)

A current trend in education community has educators flipping the classroom activities with the usual homework tasks or assignments and vice-versa. A flipped or inverted classroom as its name suggests, is a class where the lecture and homework have been reversed. In other words, the problems normally completed at home are worked on in the classroom and the direct instruction normally given during class-time is given as homework through video lectures, reading assignments, or some other direct delivery method (Szparagowski, 2014). The flip evokes images of students glued to their computers, frantically taking notes at home, coming to class, banging out worksheets, taking tests online until they pass an objective. Bergmann Sams, (2012) did that the first year he rolled out the flip mastery model (2008-2009). But a lot of time has passed during which he learned from his mistakes, and



flipped- mastery has undergone much iteration since then. Although flipping the classroom may mean different things to different people the general idea is to require students to interact with course material on their own time but prior to the class, usually using computer controlled material and lectures made available to them. This displacement of content transmission that usually dominates class time frees up time for the instructor to conduct alternative interaction with the students with the promise of an enriched education (Forgaty, 2017).

This strategy also has its roots in both constructivist and social constructivist perspective on learning, emphasizing the active role of the learner in constructing knowledge (Bishop & Verleger, 2013). The flipped classroom is an approach to teaching and learning where students watch a video lesson outside the class sometimes through distance learning, and have hands on activities in the class. It is an element of blended learning integrating both face-to-face learning in the class through group discussion and distance learning outside the class by watching asynchronous video lessons and online collaboration (Halili & Zainuddin, 2015). The blended learning which is a standard of teaching-learning practice that fosters students active learning in higher education is the activity of teaching and learning which combines face-to-face physical activities with online learning (Lean, Moizer

Newbery, 2014., Poon, 2014 Heilesen, 2010). The FC model is a new model where the instructor shares predetermined digital resources with students through a platform asynchronously. It is a student centered approach to learning where the students are more active than the instructor in the classroom activity. In this case, the instructor acts as a facilitator to motivate, guide and give feedback on students' performance (Bergmann & Sams, 2012). Thus by applying the flipped classroom approach to teaching and learning activities, the facilitator can move the traditional lecturers' talk to video and the students can listen to the lectures anywhere outside the class. It allows the students to watch the video according to their preferred time and need, and they can study at their own pace; this type of activity increases students collaborative learning (Zainuddin & Halili, 2016). In support of this, Enfield (2013) explained that with FC students are encouraged to move out of the class to learn anytime and anywhere at their own pace.

There is confusion in literature over the terms flipped classroom and flipped learning. Flipped classroom and flipped learning are not synonymous and it is a common mistake usually perpetuated in the opening paragraph of articles written on



the topic. Flipped learning is said to be a pedagogical approach in which direct instruction moves from the group learning space to individual learning space and the resulting group space is transformed into a dynamic interactive learning environment where the educator guides the students as they apply concepts and engage creatively in the subject matter (FLN, 2014). The flipped classroom on the other hand is a pedagogical model in which the typical lecture and homework elements are reversed. Flipped classroom though implies version one of the screen casting model. That which used to be done in class is now done at home and that which is done at home is now done in class. The flipped classroom does not end there. There are many models being used and it would seem that the term flipped classroom does not do justice to these other models such as, podcasting and vodcasting. Whatever iterations the flipped classroom model may have undergone, the fact remains that it can promote active learning.

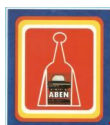
Active Learning

Active learning is a term used to describe teaching and learning strategies that involve students in the learning process. Students need to orchestrate their own learning experiment, make mistakes and generate outcomes as they take responsibility for their learning. Active learning stands on the premise that students learn better when they are participating in learning activities than when they are passive recipients. Merrill, (2015) pointed out that active learning is in contrast to traditional modes of instruction in which passive learning is the norm.

Activities should be designed to emphasize important learning outcomes requiring thoughtful participation on the part of the students (Prince, 2004). Four broad categories of instructional approaches for use in active learning classroom have been identified;

- Informal small groups,
- Individual activities,
- Paired activities and

Cooperative student project (Zayapragassarazan & Kumar, 2012 in Roehl, Reddy & Shannon, 2013). These approaches involve many activities that foster collaborative learning. Active learning which is promoted with the flipped classroom model requires students to utilize higher order thinking skills that will make them innovative and resilient. This more holistic approach to instruction engages students with varied learning styles and appeals to the generation Z learner who thrives in an



environment of variety and change (Prensky, 2010), hence, several educators are already applying this model.

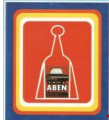
Fields of Study that have Applied the Flipped Classroom Model

There are many fields of study where the flipped classroom has been implemented. Many instructors from different fields of study in the United States of America (USA) tried to conduct experiment studies in using the flipped classroom model (Morgan, 2014). Bergmann (2012) also showed that the flipped classroom instruction is not only applied in chemistry and mathematics classes but also in all areas of study. Table 1 shows these fields of study where the flipped classroom model has been implemented, the authors and year of publication.

Table 1: *Fields of study where Flipped Classroom Model has been implemented*

Authors	Year	Area of Study
Roehl, A. Reddy, S.L and Shannon, G.J.	2013	Sciences (Physics and Chemistry) Textile, apparel and interior design
Herreild, C. and Schiller, N.A.	2013	Social Sciences
Arnold – Gaza, S	2014	Library Services
Kim, M. K, Kim, S. M, Khera, O. and Getman, J.	2014	Integrated Humanities
Avdic, A. and Akerblom, L.	2015	Information system/mobility
Hung, H.T.	2015	English Language
Nwosisi, C. Ferreira, A., Roseberg, W. and Walsh, K.	2016	Network Engineering
Smallhorn, M.	2017	Sciences
Gayeta, N.E.	2017	Sciences
Alyaser, A.M.	2017	English
Jensen,J., Kummer, T. and Godoy, R.	2015	Biology
Villalba, M.T, Colstila, G., Redondo, Duarte	2018	Technical and Vocational Education
Szparagowsky, R.	2014	Mathematics
Pavanelli, R.	2018	English for Academic Purpose (EAP)
Su, C.Y and Chen, H.C	2018	Mathematics
Hajji, M., E.I Bouzandi, R.S, Douzi, H. and El Hassane., K.	2016	Vocational and Technical Education
Elian, S.A. and Hamaidi, D.A	2018	Science
Backlund, J. and Hugo, M	2018	Pure/social science
Ozdamli, F. and Asiksoy, G.	2016	Computer and information technology
Cabi, E.	2018	Computer Science

Source: Published literature on flipped classroom model between 2013 to 2018



Fields of study in which the flipped classroom model has been implemented reveals many areas, but majority are in the sciences with authors like: Roehl, et al., (2013), Szparagowsky, (2014); Jensen et al., (2015); Nwosisi et al., (2016); Ozdamli and Asiksoy (2016); Smallhorn, (2017); Gayeta, (2017); Su, et al., (2018); Elian and Hamaidi, (2018); Backlund and Hugo, (2018); and Cabi, (2018). Others who have researched in humanities and the social sciences are: Herreid and Schiller, (2013), Arnold Goza, (2014); Avdic and Akerblom, (2015); Kim, et al., (2014); Hung, (2015); Aljaser, (2017); Villalba et al, (2018); Pavanelli, (2018) and Hajji, et al., (2018).

Benefits of the Flipped Classroom Model

Several studies reported that flipped classroom has positive impacts on teaching and learning. These benefits will be highlighted in Table 2

Table 2: *Benefits of the Flipped Classroom Model*

Authors	Benefits
Herreid & Schiller, (2013)	Having more time to experiment and make inventiveness
Roehl et al; (2013)	More one-on-one engagement between teacher and student
Szparagowski, (2014)	More practice and confidence. Chance to see the whole problem worked out, learn from the homework and the practice at school
Kim, et al., (2014)	Students undertake substantial out of class work and are motivated to do so independently.
Avdic & Akerblom, (2015)	Flexibility and accessibility of lectures
Nwosisi, et al., (2016)	Students can help each other. Teacher can target silent failures, those who are silent even when they don't understand. Better learning and achievement results
Hajji, et al., (2016)	Enhanced students learning and achievement
Ozdamli & Asiksoy, (2016)	Increases interactive period within the class. Leads to team work in class
Gayeta, (2017)	Students construct their own understanding
Smallhorn, (2017)	Help students apply what they have learnt. Opportunity to apply content learnt in individual space. Students are better prepared for exams
Elian & Hamaidi, (2018)	Teacher makes good use of class period. Enhances critical thinking, self learning. Provides techniques to evaluate students understanding
Pavanelli, (2018)	Lecturers become guide and supervisors. Students enjoy researching and participating in teaching learning process. Students are excited about the educational environment as they learn by doing.
	Students can replay any part of the video they have problem with to make it clearer and reflect on what the lecturer is saying. Students can also internalize and make sense of what is being said. Students are able to prepare in advance for class activities

Source: Published literature on flipped classroom model between 2013 to 2018



The main goal of the emergence of the flipped classroom in education is to enhance students learning and achievement by focusing class time activities on students understanding and hands-on activities rather than on lectures (Zainuddin and Halili, 2016). Researchers who implemented the flipped classroom model have reported better learning and achievement results. These are, students undertaking substantial out of class work and being motivated to do so independently and students are being better prepared for examinations (Kim et al., 2014, Nwosisi, et al., 2016; Hajji et al., 2016 and Smallhorn, 2017).

Furthermore, applying the flipped classroom model to teaching and learning is more effective compared to the traditional method. There is one on one engagement between lecturers and students, a chance to see the whole problem worked out, team work in class, self learning, students participate in the teaching learning process as they learn by doing. They also have opportunity to replay any part of lecture to make it clearer as they reflect on what is being said. (Roehl et al., 2013, Szparagowski, 2014, Elian & Hamaidi, 2018 and Pavanelli, 2018).

Challenges of applying the Flipped Classroom Model

The change from the traditional method of teaching to a new one that is technology based like the flipped classroom cannot be without challenges. Several authors have reported that educators have difficulty preparing the videos with elements that will stimulate interest like animations, cartoons, music etc (Herreid & Schiller, 2013). There is also the issue of difficulties in making changes to online lectures (Roehl et al., 2013). Other challenges range from lack of equipments, internet services, computers, tablets and poor quality of video recordings (Bristol, 2014). The lack of experimental evidence that flipping the class improves students grades (Kim et al., 2014). Students are unable to ask questions and receive immediate answers, while watching the videos (Avdic & Akerblom, 2015). Others have reported that the flipped classroom model is time consuming and repetitive, difficulty in synchronizing the flipped classroom with different types of learning styles, some students being at a loss as to what should be done and not having anything to fall back on, the general apathetic attitude to change (Backlund & Hugo, 2018; Villalba et al., 2018). Table 3 summarizes these challenges as stated by authors who have carried out experiments on this model.

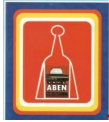


Table 3: Challenges of applying the Flipped Classroom Model

Authors	Challenges
Herreid & Schiller, (2013)	Difficulty in preparing videos and untrained instructors, designing videos with elements that will stimulate interest, like animations, cartoons, music, etc.
Bristol, (2014)	Lack of equipments, internet, tablets computers, poor quality of video recording.
Avdic & Akerblom, (2015)	You cannot ask question and receive immediate answers while watching the videos
Roehl et al., (2013)	Difficult to make changes to online lectures
Kim, et al., (2014)	No experimental evidence that flipping the class improves students grades
Backlund & Hugo, (2018)	Students have nothing to fall back on if they do not know what to do. Time consuming and repetitive. Synchronizing the flipped classroom approach with different learner types and learning styles.
Villalba et al., (2018)	Not enough time. Unreliable internet service. Repetitive in nature. Difficulty in adapting from traditional approach to flipped classroom approach.

Source: Published literature on flipped classroom model between 2013 to 2018

These observations are in line with Milman, (2012), Enfield,(2013), who noted that poor quality of video usually becomes a common problem in the flipped classroom practice. If the content and design of a video lecture is unattractive, the students will find it tedious to watch outside the class. Su and Chen, (2018), also mentioned that lecturers experience difficulty in adapting from traditional method to flipped classroom model.

Conclusion

Conclusively, this paper reveals that students' response to the flipped classroom model was largely positive indicating it to be a model worth pursuing in transforming teaching strategies in vocational and technology education. The flipped classroom is the most consequential idea for transforming the pedagogy of higher education to have appeared in many years. Considering the benefits reported, students' engagement can improve tremendously by flipping the class. If it is enough to engage students better even for the short intervals they are in the presence of lecturers, then the flipped classroom is an enlightened revolution in teaching strategies.

Recommendations

Given the aforementioned benefits of the flipped classroom model, the following recommendations are made:



Lecturers in higher institutions of learning need to start making experiments with flipping the class by recording their lectures if only to care for those who missed classes, like Bergmann and Sams.

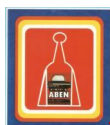
If the students benefit from these recorded lectures then efforts should be made to flip some aspect of the content of courses in business education that require practice.

The National commission for colleges of Education (NCCE) should include in its minimum standard the need for lecturers to start experimenting on teaching strategies that will make students active in class.

Government should provide the facilities required for experimenting on new teaching strategies, like constant power, technologies for recording lectures and performing active learning in class.

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POSITION OF ADVERTISING IN STRENGTHENING THE PURCHASE DECISION OF 21st CENTURY BUSINESS EDUCATION STUDENTS ON COSMETIC PRODUCTS

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Abstract

This study centred on determining the position of advertising in strengthening the purchase decision of 21st century business education students on cosmetic products in Enugu State. Two purposes of study and research questions guided the study. The study used Survey research design and was carried out in the University of Nigeria, Nsukka, Enugu States Nigeria. The population was 215 students of Business Education in the department of Business Education University of Nigeria, Nsukka. Questionnaire was used for data collection. The instrument was validated by three experts. Cronbach Alpha Reliability Method was used, and a general reliability coefficient of 0.84 was obtained. Data were analyzed using mean statistics. Generally, the study found out that advertising helps students' cosmetics consumers to having real knowledge of any cosmetic products before making decision to purchase them. Similarly, time, place and the style of presentation of products during advertisement have important roles to play in strengthening the impulse and routine purchase decision of business education students on cosmetic products. The study recommended that Cosmetic producers should devise better means of advertising in this 21st century in order to attract more customers to patronize their existing new products.

Keywords: *Advertisement, strengthening, purchase decision, cosmetic product.*

Introduction

All over the world, man's need is always satisfactory with the help of goods and services produce in different places, often, the present of these goods and services are not known. Though, in recent time efforts are being made by business owners, management and experts on how to communicate the presences of these goods and services to their final consumers or users, and one of the means to do this is through advertising of the products. Bhojanna, and Murthy (2017), Stated that advertising is



the means of informing as well as influencing the general public to buy a product or services through visual or oral messages. A product or service is advertised to create awareness in the minds of potential buyers through various advertising mediums such as newspaper, magazines, television, radios, posters, hoarding, flex-banners, billboard and in recent time, through internet and website. Advertising which serves as a powerful tool in the marketing process is a promotional activity for marketing a commodity in the present-day world of mass production and distribution. It is a means of communicating business information to the present and prospective customers. It usually provides information about the advertising firm, its product qualities, place of availability among others. Advertising is the integral part of our daily life, because it encourages people to purchase, goods and services. Advertising contributes to the overall development of the economy by increasing demand and by encouraging economic activities which in turn improves the income of the citizenry. According to Bel-Molokwu (2012), advertising is as old as man.

The word advertising comes from the Latin word “advertere” meaning to draw attention to. The author further posits that in Nigeria the earliest recorded activities that could be described as advertising in its crude form include the town criers' early morning gong signals that alerted the village dwellers of an impending announcement. Advertising is defined as any form of non-personal presentation of ideas, goods, or services by the use of mass communication through advertising media such as print, broadcast, cinema, outdoor, or electronic media (Czinkota & Ronkainen, 2011). To Richards and Curran (2007), it is a paid, mediated form of communication from an identifiable source, design to persuade the receiver to take some action, now or in the future. In the same vein, Daramola (2013), opined that the objective of advertising is to induce immediate action, to create liking and preference for a product or organization, and to create awareness about a product or service. To the author some advertisements also seek to build a respected corporate identity for a company, product and brand name or make all familiar to the public. The Advertising Practitioners' Council of Nigeria (APCON 2015) in the Nigerian code of advertising practice defines advertising as a form of communication through the media about products, services or ideas paid for by an identified sponsor. Similarly, the American Marketing Association (AMA), in Kazini and Batra (2008) defined advertising as any paid form of non-personal presentation and promotion of goods, services and ideas by an identified sponsor.



An ideal advertising message should command and draw attention, hold the interest, arouse desire for possession of the product, and elicit action (Gupta, 2018). Similarly, Karimova (2017) suggested an alternative definition of advertising. According to the author, advertising is a text, a framing of text and construction of the message by the “observer” who ascribes to the message a meaning of promotion within the specific framing is created by the observer himself/herself. Advertising Chunawalla and Sethia (2018) asserts, can come in different types and medium which include the following: Print advertising newspapers, magazines, brochures, flyers, the print media have always been a popular advertising medium; Outdoor advertising billboards, kiosks, trades and events, outdoor advertising is also a very popular form of advertising, which makes use of several tools and techniques to attract the customer's outdoors; Broadcast advertising television, radio and the internet. Broadcast advertising is a very popular advertising that constitutes of several branches like television, radio or the internet; Convert advertising advertising in movies, convert advertising is a unique kind of advertising in which a product or a particular brand is incorporated in some entertainment and media channels like movies, television shows or even sports among others.

A well packaged advertising suppose to induce a customer/consumer in the context of this study business education students to make purchases outside their normally schedule. A customer here is defined as any business education student(s) that purchases the goods cosmetic products or services produced by a business. And a consumer here is defined as any business education student(s) who buys cosmetic products or services for personal use and not for resale. Before purchase of any product is made, consumers always take purchase decisions. Consumer purchase decision according to Schiffman (2017) is the behaviour that consumers display in searching for, purchasing, using, evaluating, and disposing of products and services that they expect will satisfy their needs. It is the decisions that consumers made about purchasing either products or services. Purchase decision is the thought process that leads a consumer from identifying a need, generating options, and choosing a specific product and brand (Belch and Belch, 2013). The decision depends partly on the motivation of consumers but also on the influence that occurred from the previous purchase that allowed them to evaluate alternatives. Some purchase decisions are minor, like buying toothpaste, while other purchases are major, like buying a house. Schiffman and Kanuk (2015) further described consumer purchase decision as behaviour that consumers express when they select and purchase the



products or services using their available resources in order to satisfy their needs and desires. Consumer purchase decisions can be in form of impulsive or routine purchase decisions.

Impulse purchase decision is an unplanned buying and it is the buying of an item that the consumer did not plan to get before entering the shop. Shop owners and retailers tend to take advantage of customers that buys things with no further planning to acquire them but seeing them attractive to take and pay for or obtain. Because shop retailers noticed this character in consumers, they display goods that can easily attract them to do impulse buying into the absence of prior planning. One example of such goods is the cosmetics products that most students use. These products are display clearly at the checkout of shopping malls and arrange attractively such that they attract students to obtain them impulsively (Kacen & lee 2002). According to Kacen and Lee (2002), impulsive purchasing are reasons made in shopping malls to obtain goods outside prior scheme to obtain them but because the goods have been designed in a way in the mall to attract and appeal to customers, people end up buying them impulsively. Four types of impulse buying include: Pure impulse buying - the novelty or escape purchase which breaks a normal buying behaviour of shopper; Reminder impulse buying which occurs in the store when the shopper notices the needs of products. Suggestion impulse buying, and Planned impulse buying occurs when shoppers enter the store with intentions to purchase certain products and also with the expectation of making other purchases. This is because a shopper may not know beforehand the kind of sales promotions, new products/brands that are on offer in the store.

Meanwhile, routine purchasing decision is a type of purchasing scenario whereby the purchaser of a product or a service has past experience with purchasing it and automatically makes the decision to purchase again (Kotler and Keller 2009). Here, brand recognition plays a large part in routine response behaviour. They are those in which the difference between actual and desired states is expected to occur and an immediate solution is required. The consumers are well informed and experienced with the product or service offering. The consumer is aware of both the decision criteria as well as the various brands available. Here, the goods are ones of low involvement; they are inexpensive; they are frequently bought; there is no risk involved. These are routine purchases and are a direct repetition, where the consumer may be brand loyal. The result is that the purchase process involves no effort on part of the consumer. It is simple and the process is completed quickly; purchases are routine and made out of habit.



Consumers always make purchase decisions on different products. In the context of this study, the researcher's concern is on the consumer purchase decision with regards to cosmetics products. Cosmetics products according to Linter (2019) are substance or mixture of substances, manufactured, sold, or presented for use in cleansing, improving or altering the complexion, skin, hair, or teeth. They include deodorants and perfumes. The U.S Food and Drug Administration (2017) asserted that cosmetics product are articles intended to be applied to the human body for cleansing, beautifying, promoting attractiveness, or altering the appearing without affecting the body's structure or functions. From the above definitions it is glaring that cosmetics are products applied on the body surface that can alter one's existing colour. In continuation, the Europe Union Commission (EU, 2016) claims that a “cosmetic product shall mean any substance or preparation intended to be placed in content with the various external parts of the human body (epidermis, hair system, nails, lips and external genital organs) or with the teeth and mucous membranes of the oral cavity with a view exclusively or mainly to cleansing them, perfuming them, changing their appearance and /or correcting body odors and /or protecting them or keeping them in good condition. Sakamoto (2017) stated that cosmetic products are daily goods that many consumers use in their life, and their quality and safety must be assured under governmental standards and provided by entities that distribute them to the consumers, which are the manufacturers that produce and sell these goods.

In today's world, cosmetic products are part of our daily life as such there is need to introduce and create awareness of this product to different individuals including business education students who in one way or the other make use of cosmetic products. Njoku (2006) opined that Business Education Students are students undergoing business education programmes at the tertiary level of education. While 21st century business education students are students with digital knowledge who are undergoing business education programme with the view of digitalizing every aspect of the programme. Business education programme is aimed at empowering its recipient with desirable skills, knowledge and value to perform specific functions in order to become self-reliant. Meanwhile Agumezie (2009) defined business education as a course that prepares students for entry in advancement of jobs within business; and prepares them to handle their own business affairs to function intelligently as consumers and citizens in a business economy. Similarly, Amaewhule (2000) opined that business education encompasses knowledge, attitudes and skills needed by all citizens in order to effectively manage their



personal business and economic system. Atakpa (2014) remarked that business education is an embodiment of vocational knowledge and skills needed for employment and advancement in a broad range of business careers. Okoye (2013) extensively defined business education as an education programmes that orient students in: art of business making (marketing), typing and shorthand skills (currently competing with computer appreciation and operation), service delivery, secretarial jobs, stenograph, account clerking, office information system and management. To Okoye (2013) the key objectives of business education are: To help students appreciate the world around them and contribute maximally to the social and economic development of the nation. To empower student in such a way that the students will develop intellectual capability that would help them make informed decisions in all sphere of life. To help students become judicious spenders as such, develop proper values for the achievement of healthy living and growth of the nation. Finally, to help students understand the political framework of a nation so as to contribute to the national and economic development of the nation.

In business world today, advertising has in one way or the other captured the attention of the public consumers through allowing them to make impulse purchase decision, routine purchase decision, limited purchase decision, and extensive purchase decision. These forms of decision to a large extent has helped consumers like students cosmetic product consumers to make purchase decision that is possible, easy and advantageous to them. In Nigeria and particularly among students' cosmetics product consumers, the story is not the same. It seems that the purchase decision of cosmetic products among students is at its lowest stage. It has being observed that students from different institutions and particularly those from the department of business education university of Nigeria make wrong purchase decisions which in most cases affected their bodies adversely. As a matter of fact, most students especially females relied on other peoples' decision to make their cosmetic purchases. This can be evidence in the kind of cosmetics products they are make use of; most students prefer allocating their limited resources to cosmetics products that seems affordable rather than the one that will better their skins. Some students on the other hand, are not also interested on the online advertisement of cosmetics products and as such keep making wrong purchase decision even when the right information on cosmetics products is at their door step. It is therefore, against this backdrop that the researcher is determining the position of advertising in strengthening the purchase decision of the 21st business education students on cosmetic products.



Research Questions

The following research questions guided the study;

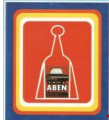
How does advertising strengthen the impulse purchase decision of 21st century business education students on cosmetic products?

How does advertising strengthen the routine purchase decision of business education students on cosmetic products?

Methods

Descriptive survey research design was adopted for the study. This design was adopted because it provides an opportunity for collecting data from the entire population. This research design was considered appropriate for this study because the study solicited information from Business Education students on the position of advertising in strengthening their purchase decision on cosmetic product in Enugu State. The population for the study consisted of the entire 215 Business Education students in the Department of Business Education University of Nigeria, Nsukka, Enugu State. Due to the relatively manageable size of the population, the entire population was involved in the study; therefore, there was no sampling.

The instrument used for data collection was a structured Questionnaire titled “position of Advertising in Strengthening the Purchase Decision of Business Education Students on Cosmetic Products (RASPDBESCP)”. The questionnaire was structured on a 4-point rating scale of Strongly Agreed (SA); Agreed (A); Disagreed (D); and Strongly Disagreed (SD) respectively. The instrument was face-validated by three experts from the Department of Business Education, University of Nigeria, Nsukka, Enugu State. For the purpose of establishing the internal consistency of the instrument, twenty copies of the instrument was trial tested using business education students of Ebonyi State University Abakiliki who are not part of the population. Cronbach Alpha reliability method was used and the reliability coefficient obtained was 0.84. Copies of the questionnaire were distributed by the researcher together with the two research assistants. The collection of the questionnaire was on the spot to avoid losing on transit. All the 215 copies of the questionnaire administered were retrieved representing 100% rate of return. The data collected were analysed using mean statistics for answering the two research questions. Boundary limit was utilized to answer the research questions follows: 3.50 - 4.00 (Strongly Agreed), 2.50 - 3.49 (Agreed), 1.50 - 2.49 (Disagreed) and 1.00 - 1.49 (Strongly Disagreed).



Results

The results for this study were obtained based on the research questions answered. The results from research questions are presented in Tables 1, and 2.

Research Question One

How does advertising strengthen the impulse purchase decision of business education students on cosmetics products?

Table 1: Mean analysis of how advertising strengthen the impulse purchase decision of business education students on cosmetics products

S/N	Item Statement: Advertising strengthens the impulse purchase decision of business education students on cosmetic products through	$\bar{O}$	SD	Remarks
1.	Presentation of products icons that will stir customers urge to buy even when unplanned.	2.75	1.06	A
2.	Offering products that will induce customers to buy by organized superstores even when unplanned.	2.48	1.11	D
3.	Displaying of products in windows and offers strategic positions to induce customers to buy.	1.79	.89	D
4	Presentation of good colour combination or pattern arrangement of the cosmetic products which will entice customers to buy even when unplanned	2.06	1.08	D
5.	Presentation of promotion schemes (like buy 1 get 1 free, animation of product.	3.38	.89	A
6.	The use of role models or celebrities that will convince the customers that the product is good.	2.84	1.15	A
7.	Educate the customers about the functionality of the product.	3.37	.91	A
8.	Presentation of good images of the products in strategic position.	3.22	1.12	A

$N = 173$, $\bar{O}$ = Mean. S.D. = Standard Deviation. A = Agreed. D = Disagreed

The result in Table 1 shows the responses of the respondents on how advertising strengthen the impulse purchase decision of business education students on cosmetics products. The result shows that the respondents agreed with items 1, 5, 6, 7 and 8 with mean scores of 2.75, 3.38, 2.84, 3.37 and 3.22 and standard deviations 1.06, .89, 1.15, 0.91 and 1.12 respectively. This indicate that presentation of product icons that will stir customers urge to buy even when unplanned, Presentation of promotion schemes, The use of role models or celebrities that will convince the



customers that the products is good, Educate the customers about the functionality of the product, and Presentation of good images of the products in strategic position, are means through which advertising can help in strengthen the impulse purchase decision of business education students on cosmetics products.

Similarly, the result in Table one further shows that respondents disagreed with items 2, 3, and 4 with mean scores 2.48, 1.79, and 2.06 and standard deviation 1.11, .89, and 1.08, respectively. This indicates that Offering products that will induce customers to buy by organized superstores even when unplanned, Displaying of products in windows and offers strategic positions to induce customers to buy, Presentation of good colour combination or pattern arrangement of the cosmetic products which will entice customers to buy even when unplanned, are not mean through which advertising help in strengthen the impulse purchase decision of business education students on cosmetic products.

Research Questions Two:

How does advertising strengthening the routine purchase decision of business education students on cosmetic product?

Table 2: Mean analysis of how advertising strengthening the routine purchase decision of business education students on cosmetic product

S/N	Item Statement: Advertising strengthens the routine purchase decision of business education students on cosmetic products through	O	S.D.	Remarks
1	Enabling them to make list of cosmetic products that they will buy before coming to the shopping mall.	2.67	.94	A
2	Being a fan of trying out every new advertised cosmetic product.	1.95	1.06	D
3	Help to maintain the choices they made over the years, on cosmetic products.	1.66	.90	D
4	Reducing the shopping hours spent on cosmetic products.	3.31	.88	A
5	Presenting products discount prices that will be attractive to the consumers of cosmetic products.	3.80	1.00	A
6	Presentation of recognized product brands that will be of importance while making purchase decision.	3.34	.65	A
7	Enable student to have their budgets on cosmetic product before going for shopping.	3.31	.81	A

N = 173, O = Mean. S.D. = Standard Deviation. A = Agreed. D = Disagreed



The result in Table 2 shows that the respondents agreed with items 1, 4, 5, 6 and 7 with mean scores 2.67, 3.31, 3.80, 3.34, and 3.31 and standard deviation of .94, .88, 1.00, .65 and .81 respectively. This indicate that enabling them to make list of cosmetic products that they will buy before coming to the shopping mall, reducing the shopping hours spent on cosmetic products, presenting products discount prices that will be attractive to the consumers of cosmetic products, presentation of recognized product brands that will be of importance while making purchase decision, enable student to have their budgets on cosmetic product before going for shopping, are means through which advertising can help in strengthening the routine purchase decision of business education students on cosmetics product.

Similarly, the result in Table two further show that respondents disagreed with items 2, and 3 with mean scores 1.95, and 1.6 and standard deviation of 1.06, and .90 respectively. This indicate that enabling them to make list of cosmetic products that they will buy before coming to the shopping mall, being a fan of trying out every new advertised cosmetic product are not means through which advertising help in strengthening the routine purchase decision of business education students on cosmetics product.

Discussion of Findings

The study with regards to research question one on how advertising will strengthen the impulse purchase decision of business education students on cosmetics products. It was revealed that the use of promotion schemes such as bonanza, presentation of good images of the products in strategic position, the use of role models or celebrities for advertisements and presentation of products icons that will stir customers' urge to buy are ways of using advertisement to strengthening the impulse purchase decision of business education students on cosmetics products. However, the study also found out that offering products that will induce customers to buy and educating the customers about the functionality of the new product, presentation of good colour combination or pattern arrangement of the cosmetic products, displaying of products in windows and at strategic positions to induce customers to buy cannot serve as means through which advertising can be used to strengthening the impulse purchase decision of business education students on cosmetics products.

The result indicates that advertising can help to enhance sales of a product, but it does not always lead to changing of cosmetics by business education students. This could



be because the body is too delicate to be test-running the goodness of every new cosmetic as such students may negatively react to some of them. The study disagrees with Ogunnaike (2015) who found out that consumers are attracted to buy the product because of its shape, colour and design of the product. This difference might have its origin from the fact that cosmetics are delicate products to use for the body; hence its quality may cause high consumers' patronage more than its physical beauty.

Similarly, the study with regard to research question two on how advertising will strengthen the routine purchase decision of business education students on cosmetic products. It was revealed that advertising can make business education students to buy cosmetic product due to the fact that advertising presents recognized product brands that will be of importance while making purchase decision and it reduces the shopping hours spent on cosmetic products. Also, advertising enables them to have budgets and lists of cosmetic product before going for shopping. However, advertising does not make business education students to become fans of trying out every new advertised cosmetic product neither can it help to maintain the choices business education students made over the years, on cosmetic products. This could be because, what keeps a consumer in consuming a product is not really advertisement but the satisfaction he/she can get from such product. Thus cosmetics product quality sustains its users. This study is in agreement with Olalekan, Babatunde and Ishola (2015) who found out that product's self service charge and service quality were statistically significant for a consumer choice of any product or service in Nigeria and not the level of advertisement. This study is also in line with Bonney (2014) who found out that the period of advertisement helps to strengthening customer's purchasing decision when purchasing any product or service.

Conclusion

Advertising is an aid to trade that helps to facilitate the marketing of new, old and rebranded products. It creates awareness about the existence of some products to the targeted consumers. It educates the consumer and influence consumers' purchasing behaviour in different ways. Advertising brings about improved sales of a product and helps to popularize a particular product and even firms. However, the study found out that in cosmetics, advertising does not wholly play such role of improving sales in all times. This is because advertising does not always lead to changing of different cosmetics products by business education students, probably because of the



delicate nature of the body in accepting test-running of the quality of every new cosmetics product due to the fact that some students may negatively react to some of them. Also, advertising does not make business education students to become fans of new advertised cosmetic products neither can it help to maintain the choices they made over the years on cosmetic products, but only the quality of the product and the satisfaction they can get from such product will improve the sales of such product.

Moreover, time of advert, the place of advertisement, the style of presentation of products through advertisement have important roles to play in strengthening the purchase decision of business education students on cosmetic products. Even at that, advertising still helps customers to make purchasing decision by having real knowledge of products, thinking about it very well before making purchasing decision and being able to compare the new products with the old products before purchasing.

Recommendations

The following recommendations were made based on the findings of this study.

Cosmetic producers should devise better means of advertising in order to attract more customers to patronize their new products. This could be done by educating the consumers through advertisement that such cosmetic product has or does not have some particular side effects if used in some particular ways.

Producers of cosmetics products should make known the quality of their products to the consumers through advertisement so that more customers will be lured into patronizing the product.

Cosmetic products should be positioned in strategic places in shopping malls to create impulse purchase decision on customers.

Role models should be used for advertising cosmetic products through many media televisions, social media, blogs, etc. so that customers including business education students can patronize cosmetic products.

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UTILIZATION OF FACILITIES FOR INSTRUCTIONAL DELIVERY OF UNDERGRADUATE BUSINESS EDUCATION PROGRAMME IN RIVERS STATE UNIVERSITIES

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Abstract

The study investigated the utilization of facilities for instructional delivery of undergraduate business education in Rivers State universities. The research adopted a descriptive survey design. Two research questions and two hypotheses were posed to guide the study. The population for the study was 69 Business Education lecturers in two universities in Rivers State, namely; Rivers State University, Port Harcourt (RSU) and Ignatius Ajuru University of Education (IAUOE). No sampling technique was used since the population was small. The Instrument used for data collection was a structured questionnaire titled "Utilization of Facilities for Instructional Delivery Questionnaire" (UFIDQ). The reliability of the research instrument was obtained using test-retest method; the Pearson Product Moment Correlation coefficient of .76 was established. The instrument was validated by two experts from the Department of Business Education and Measurement and Evaluation, all of Faculty of Technical and Science Education, Rivers State University. 49 copies of the questionnaire only, were retrieved and analyzed using mean for the research questions and t-test for the hypothesis at .05 level of significance. The results obtained indicated that business educators are competent in the use of facilities for instructional delivery of undergraduate Business Education programme. It also revealed that there are several constraints hampering the utilization of facilities for instructional delivery of undergraduate Business Education programme. Thus, the study recommended that government and relevant stakeholders should create the enabling environment for the utilization of facilities for instructional delivery of undergraduate business education programmes.

Keywords: Utilization, Facilities, Instructional Delivery, Business Education



Introduction

The existence of any educational system at whatever level cannot be in isolation of school facilities. Auta (2012) defined school facilities as all the available assets of a school that can be used to foster and facilitate effective teaching and learning as well as to protect the physical well-being of the occupants. Asiyai (2012) opined that school facilities are the entire school plant which school administrators, teachers and students harness, allocate and utilize for the smooth and efficient management of any educational institution, for the main objective of bringing about effective and purposeful teaching and learning experience. Thus, school facilities can be regarded as those essential physical elements that aid the smooth administration of any educational establishment and should be treated very important as it constitutes one of the vital variables instrumental to effective instructional delivery. School facilities includes, chalkboard, school buildings (classrooms, assembly halls, laboratories, workshops, and libraries), teaching aids, chairs, tables, devices such as modern educational hardware and software in the form of magnetic tapes, films, and transparent stripes etc. (Lawson & Gede, 2011). Thus, new technological facilities such as internet, computers, point of sales machine, automated teller machines, fax and scanners are all business related machines that needs to be introduced to business education students in cause of instructional delivery.

Instructional delivery is the process employed in the transfer of knowledge from the instructor to the learner. This involves the use of several strategies and facilities. Accordingly, Onwuagboke and Singh (2015) opined that instructional delivery involves all human interactive skills employed by the teacher to promote and facilitate learning in the classroom situation. Ogwu and Ogwu (2013) viewed instructional delivery as a process of facilitating learning which is expected to bring about change in behaviour of the learner. This implies that the teaching and learning process is achievable by the aid of facilities and the efficient use of such facilities brings about effective instructional delivery.

The quality of instructional delivery in the educational sector hugely depends on the availability and effective utilization of facilities. Asiabaka (2008) asserted that the quality of education that children receive bears direct relevance to the availability or lack thereof of physical facilities and overall atmosphere in which learning takes place. Also, Ukeje (2000, as cited in Uko, 2015, p. 64) argued that the unsatisfactory performance often experienced in schools by students and educational programs is always attributed to lack of basic infrastructure, lack of adequate and accurate



statistics, inadequate funding, embezzlement, bureaucratic bottleneck and poor attitude to work. Good quality and standard of school depend largely on the provision, adequacy, utilization and management of educational facilities (Asiyai, 2012).

Utilization means to make good use of something. Utilization is the application of something to achieve objectives, values and develop interest (Igwe, 2009). Abdulkareem and Fasasi, (2012) asserted that utilization is the degree or extent to which an item has been put into effective use. They stressed further that, the various degrees of utilization include non-utilization, under-utilization, maximum utilization, optimum utilization and over-utilization. Non-utilization occurs when a facility is not put into use at all and when a facility is not used in its full capacity, underutilization occurs. There is over-utilization when a facility is used more than its capacity. These degrees of utilization constitute a waste of resources and are counterproductive. On the other hand maximum utilization occurs when facilities are put into effective usage in line with primary objectives. Optimum utilization occurs when facilities are used for many purposes by the school and members of the community. Adelabu, adu and Adjorgri (2014) opined that insufficient funds, high cost of facilities, high cost of maintenance are factors that inhibit the use of facilities. However, the most important thing to consider is that resources put into maximum and optimum usage are not wasted; they are likely to enhance achievement of educational objectives and as such school administrators are expected to monitor the usage of available facilities and this should be the case in Business Education as a skill driven programme.

Business Education is a skill driven programme that instils in its learners the right aptitude to participate and survive in the business world. According to Ubulom (2012) viewed business education as that aspects of education or training process which an individual receives with the primary motive of enabling him acquire adequate attitudes, concepts, knowledge, understanding and skills in business activities for his personal or for vocational usage, for career as an administrator or manager or teacher, wherever he may find himself in the business world. Val-Ossai and Akpomi (2017) opined that Business Education is a programme in education that prepares students for entry into and advancement of jobs within the business. They stressed further that it is an education programme which involves acquisition of skills, knowledge and competencies which make the recipient/beneficiary proficient. Thus, the issue of utilization of necessary facilities for instructional



delivery of Business Education cannot be overemphasized; as it stands as the only means of gaining mastery and necessary skills needed to function effectively in the world of work

Statement of the Problem

The effective implementation of a school system is dependent of several resources of which school facilities is an indispensable factor. Studies have shown that material resources have a great impact on the academic performance of students and it is required that facilities are made available to improve the teaching and learning process. Business Education as a skill impacting programme is required to make use of several facilities as been used in the business world. Studies had shown that the Business Education programmes in our institutions are in dire need of relevant facilities and materials that would boost teaching and learning. Uchendu (2012) revealed that most universities have little or no infrastructure for cyber-centres, computer-equipped classrooms or high speed internet and may not have the funds to implement such infrastructure. Accordingly, Ubulom and Enyinket (2017) in a recent study argued that school plants in business education departments fall below the required minimum academic standards of the programme as stipulated by regulatory bodies; National University Commission and National Commission for Colleges of Education). However, observations show that where these facilities are fairly available, they are not optimally utilized; especially the utilization of new technologies. Does this have anything to do with the ability of business educators in the use and manipulation of available facilities for instructional delivery of the Business Education programme?

Purpose of the Study

The objective of this study was to examine the utilization of facilities for instructional delivery of undergraduate Business Education programmes in Rivers State Universities. Specifically, the study sought to;

Ascertain the competency level of business educators in the utilization of new technologies for instructional delivery of undergraduate Business Education programmes in Rivers State University and Ignatius Ajuru University of Education.

Determine the Constraints in Utilization of New Technologies for Instructional Delivery of Undergraduate Business Education programmes in Rivers State University and Ignatius Ajuru University of Education.



Research Questions

The following research questions were answered:

What is the competency level of business educators in the utilization of new technologies for instructional delivery of undergraduate Business Education programmes in Rivers State University and Ignatius Ajuru University of Education?

What are the constraints in utilization of new technologies for instructional delivery of undergraduate Business Education programmes in Rivers State University and Ignatius Ajuru University of Education?

Hypotheses

The following null hypotheses were tested:

There is no significant difference in the mean ratings of business educators in Rivers State University and Ignatius Ajuru University of Education on their competency level in the utilization of new technologies for instructional delivery of undergraduate Business Education programmes.

There is no significant difference in the mean ratings of business educators in Rivers State University and Ignatius Ajuru University of Education on constraints in the utilization of new technologies for instructional delivery of undergraduate Business Education programmes.

Methodology

The research design used in conducting the study was descriptive survey. The population of the study comprised of 12 business education lecturers drawn from the Rivers State University and 57 business education lecturers drawn from Ignatius Ajuru University of Education all located in Rivers State, Nigeria. A total of 69 Business Education lecturers (*Source: Departmental offices, 2019*) made up the population for the study. No sampling technique was used for the study, since the population was small. The instrument used for data collection was a structured questionnaire titled "Utilization of Facilities for Instructional Delivery Questionnaire" (UFIDQ). The instrument provided response to the two research questions with 15 items; Item 1-10 answering research question one and item 11-15 answering research question two in a 4-point rating scale weighted as "Highly Competent" (HC) 4 points, "Competent" (C) 3 points, "Fairly Competent" (FC) 2 points and "Not Competent" (NC) 1 point for item 1-10 and "Strongly Agree" (SA) 4 points, "Agree" (A) 3 points, "Disagree" (D) 2 points and "Strongly Disagree" (SD) 1 point for item 11 - 15. To establish the validity of the instrument, the



questionnaire was subjected to face and content validity by three experts from the Department of Business Education and Measurement and Evaluation, all of Faculty of Technical and Science Education in Rivers State University. To ensure the consistency of the instrument, the test-retest method of reliability at an interval of 2 weeks was adopted. The Pearson product moment correlation was used to process the result. A reliability coefficient of .76 was established. Only 49 copies of the questionnaire were retrieved and used for the study. The data analysis was done using the mean to analyze the research questions while t-test was used to test the hypothesis. The mean was obtained by the summation of all responses as assigned to a rating scale in an item divided by the total number of responses: $4+3+2+1/4 = 2.50$. The mean score of 2.50 and above was accepted, while those below 2.50 were rejected.

Results

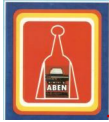
Research Question 1

What is the competency level of Business Educators in the utilization of new technologies for instructional delivery of undergraduate business education programmes in Rivers State University and Ignatius Ajuru University of Education?

Table 1: Mean rating of respondents on the competency level of Business Educators in the utilization of new technologies for instructional delivery.

S/N	Items	RSU (11)		IAUOE (38)		Mean	Std. Dev.	Remarks
		0	STD	0	STD			
1.	The use of computers.	3.52	0.73	3.48	1.00	3.5	0.87	HC
2.	The use of digital scanners.	3.46	0.80	3.36	1.09	3.41	0.95	HC
3.	The use of projectors.	3.44	0.80	3.41	1.03	3.43	0.92	HC
4.	The use of fax machines.	2.69	1.02	2.67	0.94	2.68	0.98	C
5.	The use of point of sales machine.	3.49	0.75	3.44	0.99	3.47	0.87	HC
6.	The use of automated teller machines.	3.52	0.72	3.46	0.97	3.49	0.85	HC
7.	The use of social media software packages.	3.40	0.86	3.16	1.06	3.28	0.96	HC
8.	The use of mobile phones.	3.68	0.67	3.50	0.86	3.59	0.77	HC
9.	The use of digital printers.	3.54	0.88	3.16	1.06	3.35	0.97	HC
10.	The use of digital cameras.	3.51	0.95	3.18	1.05	3.35	1.00	HC
	Total Mean/SD	34.25	8.18	32.82	10.05	33.54	9.12	
	Grand Mean/SD	3.43	0.82	3.28	1.01	3.36	0.92	HC

Source: Research Data, 2019.



The data presented in table 1 shows the responses of the respondents in the average mean scores of 3.5, 3.41, 3.43, 2.68, 3.47, 3.49, 3.28, 3.59, 3.53 and 3.52 which implies that the respondents agreed to the point that they are competent in the use of computers, digital scanners, projectors, fax machines, point of sales machine, automated teller machines, social media software packages, mobile phones, digital printers and the digital cameras. The grand mean of 3.36 and grand standard deviation of 0.92 revealed that Business Educators are competent in utilization of new technologies for instructional delivery of undergraduate business education degree programmes as responded by the respondents.

Research Question 2

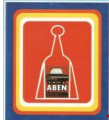
What are the constraints in utilization of new technologies for instructional delivery of undergraduate Business Education programmes in Rivers State University and Ignatius Ajuru University of Education?

Table 2: Mean rating of respondents on constraints in utilization of new technologies for instructional delivery.

S/N	Items	RSU (11)		IAUOE (38)		Mean	Std. Dev.	Remarks
		0	STD	0	STD			
11.	Poor funding.	3.58	0.64	3.56	0.94	3.57	0.79	SA
12.	Poor electricity supply.	3.49	0.75	3.44	0.99	3.47	0.87	SA
13.	Poor attention to the business education programme.	3.52	0.72	3.51	0.95	3.52	0.84	SA
14.	High cost of device.	3.34	0.87	3.24	1.11	3.29	0.99	SA
15.	Poor internet connectivity	3.44	0.80	3.42	1.04	3.43	0.92	SA
	Total Mean/SD	17.37	3.78	17.17	5.03	17.27	4.41	
	Grand Mean/SD	3.47	0.76	3.43	1.00	3.45	0.88	SA

Source: Research Data, 2019.

The data presented in table 2 shows the responses of the respondents in the average mean scores of 3.57, 3.47, 3.52, 3.29 and 3.43 which implies that the respondents agreed to the point that poor funding, poor electricity supply, poor attention to the business education programme, high cost of device and poor internet connectivity are all constraints hindering the utilization of new technologies. The grand mean of 3.45 and grand standard deviation of 0.88 revealed that the above mention constraints affects the utilization of new technologies for instructional delivery of undergraduate Business Education programmes as responded by the respondents.



Hypothesis 1

There is no significant difference in the mean ratings of business educators in Rivers State University and Ignatius Ajuru University of Education on their competency level in the utilization of new technologies for instructional delivery of undergraduate business education.

Table 3: *t*-test result on competency level of Business Educators in the utilization of new technologies for Instructional Delivery of Undergraduate Business Education Degree Programmes

Respondents	Mean	Std. Dev.	Df	t- Cal Value	t- Crit Value	L/Sig	Decision
RSU Students	3.43	0.82	47	0.51	1.96	0.05	Accepted
IAUOE Students	3.28	1.01					

Source: Research Data, 2019.

Table 3 above revealed a t-calculated value of 0.51 which is less than the standard t-critical value of 1.96; thus, the null hypothesis was accepted. The result therefore is that there is no significant difference in the mean ratings of business educators in Rivers State University and Ignatius Ajuru University of Education on their competency level in the utilization of new technologies for instructional delivery of undergraduate business education.

Hypothesis 2

There is no significant difference in the mean ratings of Business Educators in Rivers State University and Ignatius Ajuru University of Education on constraints in the utilization of new technologies for instructional delivery of undergraduate Business Education programmes.

Table 4: *t*-test Result on constraints in the utilization of new technologies for Instructional Delivery of Undergraduate Business Education Degree Programmes

Respondents	Mean	Std. Dev.	Df	t- Cal Value	t- Crit Value	L/Sig	Decision
RSU Students	3.47	0.76	47	0.49	1.96	0.05	Accepted
IAUOE Students	3.43	1.00					

Source: Research Data, 2019.



Table 4 above revealed a t-calculated value of 0.49 which is less than the standard t-critical value of 1.96; thus, the null hypothesis was accepted. The result therefore is that there is no significant difference in the mean ratings of Business Educators in Rivers State University and Ignatius Ajuru University of Education on constraints in the utilization of new technologies for instructional delivery of undergraduate Business Education programmes. The study revealed that the business educators are good in the use of

Discussion of Findings

One of the findings of this study was that business educators in both institutions studied are competent in the use of new technologies for instructional delivery of undergraduate business education programmes. The study revealed that business educators are competent in the use of computers, digital scanners, projectors, fax machines, point of sales machine, automated teller machines, social media software packages, mobile phones, digital printers and the digital cameras. This aligns with the assertions of Uchendu (2012) who revealed that most universities have little or no infrastructure for cyber-centres, computer-equipped classrooms or high speed internet and may not have the funds to implement such infrastructure.

The study also revealed that why the competencies of business educators in the use of new technologies are not in doubt in both institutions; certain constraints still hinders the effective utilization of these facilities. Constraints such as poor funding, poor electricity supply, poor attention to the business education programme, high cost of device and poor internet connectivity are all major factors hampering the utilization of these facilities. The findings agrees with Adelabu *et al.*, (2014) who revealed that insufficient funds, high cost of facilities, high cost of maintenance are factors that inhibit the use of facilities.

Conclusion

The study revealed that the utilization of facilities for instructional delivery is very important and that the competency level of utilizing new technological facilities by Business Educators in both institutions studied is not in doubt. However, there are several constraints that hamper the effective utilization of these facilities for instructional delivery by business educators.



Recommendations

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

Government and other stakeholders should endeavour to organize trainings and retraining's in Information and Communication Technology to continually improving the competencies of Business Educators in the use of new technological facilities.

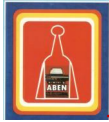
Government and other stakeholders should ensure they give the Business Education programme the needed attention and required funding as to encourage the use of modern facilities for effective instructional delivery of Business Education.

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EVALUATION IN BUSINESS EDUCATION: CHALLENGES OF MASTERY OF SHORTHAND SKILLS

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Abstract

Shorthand is one of the courses offered at all levels of the secretarial studies. A greater percentage of secretarial students have always performed very poorly in shorthand. This situation has resulted in a number of students calling for either the reduction of credit load allocation to shorthand or total removal of the course from the OTM/Secretarial Studies curriculum. Various reasons have been advanced as causes of the disturbing rate of failure which include teachers and student's factors, lack of interest, accidental entry into the programme, assessment procedure, lack of qualified teachers, population of students, lack of facilities and equipment. Although some of the factors are being adequately addressed, there are some other very serious factors that contribute to student's inability to achieve shorthand objectives of the programme. The study adopted the survey research design. The population of the study was 15 lecturers/Instructors and eighty-five HND IFT and HND II FT students in OTM department of Federal Polytechnic, Ede. The instrument for data collection used was a 4-point Likert Rating scale titled "Evaluation of Mastery of Shorthand Skills Questionnaires for students (EMSSQS) and "Evaluation of Mastery of Shorthand Skills Questionnaire for lecturers (EMSSQL). The reliability of the instrument was determined using cronbach alpha with a co-efficient value of 0.86. The data generated was analyzed using mean and standard deviation. The findings of the study revealed that the objectives of shorthand programme/course are not being adequately met and that many strategies are employed by teachers to give the students the false impression that they are doing well. It was concluded that lecturers should encourage their students to work hard and students should disabuse their minds that shorthand is no longer used in offices because shorthand skill is the only skill that differentiate them from other students. It was recommended that the number of hours allocated to Shorthand should be increased and that lecturers should use various methods of teaching to impart the skill to the students.

Keywords: Evaluation, Business Education, Shorthand Skills



Introduction

Shorthand as a cornerstone course of business education falls within the secretarial programme and office option of business education. It is offered in both secondary and post-secondary levels in our private and public institutions. It is also offered in some of the registered and unregistered commercial institutes abound our cities. At the Junior Secondary Schools, it is offered as an integral part of Business Studies as a subject while at the Senior Secondary School, it is offered as a subject. Shorthand is taught as a major course in Office Technology and Management Department of Polytechnics, it is also a core course in Office Option of Business Education Department of Colleges of Education, while at University level, it is one of the course offered in the Business Education Department.

The concept “Shorthand” has been variously defined by scholars. Canning (1981) defined Shorthand as the art of representing spoken words in a faster way. Davies and Oladunjoye (1990) opined that Shorthand means the art of writing symbols that represent sounds. According to Pitman (1975) an inventor of Pitman Shorthand which was published in 1837 defined Shorthand as the art of representing spoken sounds by writing signs”.

There are numerous Shorthand systems. According to Davies and Oladunjoye (1990), Crank, Anderson, Peterson, (1982) said that a lot of individuals have tried to invent new systems or perfect older systems which they thought would reduce the learning difficulty associated with earlier Shorthand System. Crank et. al gave the list of such Shorthand systems and their publication dates thus: Pitman (1837; Gregg (1883), Machine Shorthand (1910); Speedwriting (1923); Stenoscrypt (1950); Forkner (1972); Stenospeed (1953); Briefhand (1957)' Century 21 (1974); and Quickhand (1974). Out of these Shorthand systems mentioned by Crank et. al. Pitman Shorthand is the most widely used presently by vast majority of Shorthand writers.

Shorthand could be said to be a subject which is designed to enable the beneficiaries to keep pace with the speakers of the readers and record accurately words spoken or read. It is a system of writing rapidly and speedily by substituting strokes (light or heavy, horizontal, vertical or curve strokes) dots (light or bold), dashes (light or bold) and signs in abbreviation for words, letters or figures pronounced.

Another uniqueness of Shorthand skill is employment opportunity. Oladunjoye (1988) had observed that today, armed with good shorthand skills, the world is



indeed in the armpit of shorthand writers and secretaries. However, whether this assertion is appreciable today is difficult to substantiate. Also, Aina and Anyaduba (1989) reported that Shorthand is the answer and insurance against unemployment. When graduates of other courses would be looking for jobs, jobs would be looking for proficient shorthand writers. These assertions are fundamentally true and the position of the secretary with adequate shorthand skills are in demand and everywhere and a look through daily papers in Nigeria today confirms this. Up till this present moment, various organisations still advertise in the newspapers for the position of various categories of secretaries stating the speeds based on the cadre of secretaries they want. On the part of the students, most of them reported back to confess that they were made to take dictation and transcribe anytime they have the opportunity to go for the interview. It is against this background that the researcher discusses challenges militating against students' mastery of Shorthand skills and the strategies to be adopted for effective teaching and learning in the classroom.

The Office Technology and Management (OTM) programme was designed by the National Board for Technical Education (NBTE) to replace the Secretarial Studies programme which had been on stream since 1989. According to NBTE (2006) Curriculum, the programme was designed to equip its graduates to acquire vocational skills in OTM and socio-psychological work skills for employment in various fields of endeavour.

As a result of this change, much emphasis was laid on computer related courses while Shorthand as a course was de-emphasized in which just four contact hours was allocated for the teaching of the course per week. Ever before the introduction of the new curriculum, nearly everybody especially students have been agitating for the removal of the course from the curriculum. The reason for this desire was that Shorthand is a difficult subject, a hard nut that is difficult to crack. High failure rate is another reason why students always agitating for the removal of the course. Some reasons were also advanced for the high failure rate in Shorthand which have been expressed in various ways ranging from lecturer's personality, incompetence in English Language, inappropriate teaching method, lack of instructional facilities, school environment, textbooks to mention a few are discussed below:

A teacher is the central point of learning in a classroom situation. This is because he decides whether the subject will be of interest to the students or not. A student may like a particular subject very well but because of the poor teaching method of the



teacher such a student may lose interest in such a subject (Adedokun, 2014). There are many factors that influence the teachers and students relationship towards the teaching and understanding of shorthand such as aptitude, attitude, subject mastery, teaching methodology, personal characteristics, the classroom environment, general mental ability, personality, relationship with the students, preparation and planning, effectiveness in presenting subject matters, relationship with other staff, self-improvement, relationship with parents and community, poise, intellect, teaching techniques, interactions with students, teaching competence demonstrated, motivational skills, fairness in grading and teachers' attitude towards the students etc.

In Nigeria, English Language is the official language of communication and it is used as a second language. It is the language of instruction at primary, post primary and post-secondary levels. The importance of English Language a medium of expression and instruction cannot be over-emphasized. According to Ademiluyi (1998), Pitman shorthand especially was accidentally discovered while Pitman was working on English phonetics. Thus, shorthand is an advanced, twisted form of the written English Language. Anyone who has attained mastery in English Language is well on the way to mastery in Shorthand. Not only must a student understand all the laws of grammatical construction, the student must have a rich stock of English vocabulary.

Teaching is a process by which a learner is led to understand and acquire the knowledge, which he is expected to have. Ekpenyong (1990) stated that teachers' contribution in the high failure rate in shorthand has been expressed in various ways ranging from inappropriate teaching method to non-teaching of essential aspects of shorthand such as transcription and penmanship. The lecturer requires a variety of methods and instructional materials to enrich his instruction and the students learning process. There are varieties of methods and each has its own strengths and weaknesses.

Oyinloye and Oluwalola (2014) described instructional facilities used in Office Technology and Management as various office machines, equipment and devices for the purpose of imparting knowledge and training to students. According to NBTE (2004), Onah and Okoro (2010), instructional facilities for teaching OTM courses include lecture rooms, digitalized laboratories, workshops, model offices, projectors, player recorders, digital cameras, phones, modem, compact disks, radio and television, personal computer etc. The use of instructional facilities does not only help to facilitate teaching and learning but also results in more cooperative



learning activities among the students. Adequate use of instructional facilities provides lecturers with the interesting and compelling platforms for transmitting information in order to motivate students to learn more (Amiaya, 2013).

Ayelotan and Solagbade (2014) opined that clean, quiet, safe, comfortable and healthy environment constitute an important component of successful teaching and learning process. Evidences shows that students lag behind because of collapsed school buildings, inadequate typewriter, inadequate ICT laboratories, ventilation and faulty heating system.

Textbook is a medium of instruction which have two distinct functions that of reference source of information and that of a sequenced medium of instruction or learning. Few textbooks are approximately sequenced for independent study and written in a self-instructional style. When the student is studying, he will need to have both the text and the supplementary material side by side and continually oscillate from one to the other. Apart from the instructional textbook, students do not buy other supplementary textbooks that they will use to supplement the instructional textbook they are using in the classroom. This also affects their performance and rate of failure in Shorthand.

Statement of the Problem

Experience has shown that the rate of failure of students in Shorthand has always been a great concern for the students, lecturers, parents and society at large. In spite of the ten hours allocated for the course in the old curriculum NBTE (1989) students' performance in transcription has been woeful over the years. In the new OTM curriculum, the number of hours had been reduced to four hours per week, making the situation worst. Many research studies have been conducted on the causes of students' poor performance in Shorthand by reputable scholars with remarkable expertise in the course. Ademiluyi (1998) citing Laurie, indicated that 62% of students who attempt shorthand examinations every year in U.S. always fail. Ademiluyi further asserted that failure in Shorthand in Osun State Polytechnic, Iree in 1997 session was around 90%. Babalola (1994) asserted that during the 1991 summer session in Pitman College, London, twenty out of the twenty-seven candidates that sat for Shorthand failed and out of the many candidates that sat for Shorthand at 140 wpm in the Royal Society of Arts (RSA) examination of June, 1988 throughout the numerous centres in the then eleven Northern States, only 7 candidates came out with flying colours. He also said that out of the 60 final year ND



students that registered for Shorthand in 1977 in the Secretarial Studies Department, Federal Polytechnic, Bida only six (10%) graduated. Bukar (1994) in her research concluded that students do achieve much below expectation in Shorthand and that they cry aloud and disbelieve their results each time they are examined.

In order to help the students to pass and have fair result, lecturers help their students by dictating passages below the required speed, giving more than required time for transcription, palliating severity of penalties, introducing derivative outlines for difficult words but all the efforts have not yielded a good result. It is against this background this paper discusses the challenges militating against students' mastery of Shorthand skills and strategies to be adopted in teaching and learning of Shorthand in the classroom.

Research Questions

The following research questions were formulated for this study:

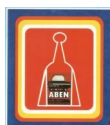
What are the factors militating against students' mastery of Shorthand skills?

What are the coping strategies required for solving problems of teaching and learning Shorthand skills?

Methodology

The population of this study comprised all the 15 lecturers in Office Technology and Management Department and HND I and HND II students of Office Technology and Management

Department of Federal Polytechnic. Ede. No sample was drawn because of the smallest number of lecturers and the sample size was considered sizeable and not too large for the study. Out of 89 students in HND I and 72 students in HND II, 53 students in HND I and 50 students in HND II totaled 103 students. The descriptive survey design was employed for this study. The major instruments used for eliciting responses from the respondents were questionnaire designed for the lecturers and students separately. The questionnaire contained two sections (A and B). The Section A contains demographic characteristics of the respondents such as sex, age, marital status, class level and for lecturer's questionnaire, Section A consists of sex, male, age, marital status, years of experience, qualifications and course(s) taught. The instrument for data collection was a 4-point Likert rating scale titled "Evaluation of Mastery of Shorthand Skills Questionnaire for students (EMSSQS) and "Evaluation of Mastery of Shorthand Skills Questionnaire for Lecturers"



(EMSSQL). The questionnaire for the students consisted of 29 items which were meant to answer the research questions 1 and 2 while questionnaire for the lecturers comprise 25 items meant to answer the research questions 1 and 2. The respondents were made to answer separate questions based on the study. The reliability of the instrument was determined using cronbach alpha with a coefficient value of 0.86. The data generated was analysed using mean and standard deviation. To answer research questions 1 and 2, the respondents were provided with a 4-point rating scale of Strongly Agree = 4 points, Agree = 3 points, Disagree = 2 points and Strongly Disagree = 1 point. As basis for decision, any item with mean that is 2.5 and above was considered positive and accepted while any item with less than 2.50 will be considered negative or rejected.

A total number of 103 questionnaires were administered to the students and 15 questionnaires were distributed to the lecturers and instructors. 103 questionnaires distributed to the students were filled and returned while 13 questionnaires out of 15 questionnaires distributed were retrieved from the lecturers and instructors. The decision rule was that any item with 2.50 and above was regarded as Agreed while any item with mean score of less than 2.50 was regarded as Disagreed.

Table 1: Mean and Standard Deviation of Students' Response on factors militating against the Mastery of Shorthand Skills

S/N	Items	Mean	S.D	Remark
1.	Student's lack of interest	3.02	0.006	Agree
2.	Poor knowledge of English Language	3.00	0.009	Agree
3.	Late admission of students affect the students	2.90	0.039	Agree
4.	Strike action affect the students	3.00	0.009	Agree
5.	Inadequate number of hours allocated to the course per week	2.50	0.357	Agree
6.	Lack of penmanship	2.83	0.072	Agree
7.	Lack of practice and drill	2.68	0.175	Agree
8.	Lack of constant drilling	4.16	1.129	Agree
9.	Lack of concentration on the part of the students	3.31	0.045	Agree
10.	Lack of mastery of shorthand Principles	3.21	0.013	Agree
11.	Inability to sound spell	3.07	0.001	Agree
12.	Overcrowded students in class	2.99	0.012	Agree
13.	Lecturers teaching shorthand are too harsh/strict	3.93	0.692	Agree
14.	Inadequate facilities e.g. Digitalized Shorthand Laboratories/lecturerrooms etc.	3.12	0.001	Agree
15.	Poor implementation of curriculum and policies	2.75	0.121	Agree

Source: Field Survey 2019

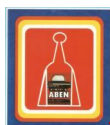


Table 1 above which shows the factors militating against the students' mastery of shorthand skills. All the items 1-15 show a significant result since their mean scores are all above 2.5

Table 2: Mean and Standard Deviation of Lecturers' Response on factors militating against students' Mastery of Shorthand Skills

S/N	Items	Mean	S.D	Remark
1.	Lecturers reduce speed without letting the students know	3.31	0.421	Agree
	Marks are not fully penalized as required by NBTE marking Scheme	3.54	0.773	Agree
3.	Marks are sometimes awarded across boards	2.83	0.028	Agree
4.	Transcription time is increased	2.69	0.001	Agree
5.	Invigilator is not strict with students copying themselves	2.31	0.123	Disagree
6.	Shorthand outlines are not checked against the transcript	1.92	0.549	Disagree
	Lecturers who are not skilled in shorthand are appointed as external examiners or moderators	2.00	0.437	Disagree
8.	External Examiners pass those who fail in order to be retained	2.08	0.338	Disagree
9.	Students buy grades from lecturers and clerks	1.79	0.759	Disagree
	The objective of 95% accuracy set for students are not strictly adhered to	2.92	0.067	Agree
11.	Number of hours allocated to the course per week is inadequate	3.15	0.239	Agree
	Laziness on the part of the students is another important factor for not meeting shorthand speed	0.85	0.036	Disagree
	Student's failure to buy additional textbooks apart from Shorthand Anniversary	3.46	0.638	Agree
	Inability on part of the students to master short forms, phrases, intersections etc. Affects the students' performance and prevent them from mastering the skill	3.76	1.208	Agree
15.	Non-mastery of English Language which is the second language	3.31	0.421	Agree

Source: Field Survey 2019

Table 2 above which focuses on the lecturers' response on factors militating against the students' mastery of shorthand indicates all the variables affect the teaching and learning of Shorthand. The results in Table 3 showed that items 1, 2, 3, 4 and 10 had mean above 2.50, this indicated that respondents considered the items acceptable. While items 5, 6, 7, 8 and 9 had mean below 2.50, which indicated that the respondents considered those items insignificant. This means that these variables does not have anything to do with students' mastery of shorthand.

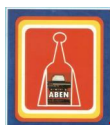


Table 3: Mean and Standard Deviation of Students' Response on Suggested Solutions to the Problem of Teaching and Learning Shorthand

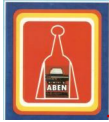
S/N	Items	Mean	S.D	Remark
1.	Students to develop interest	3.65	0.073	Agree
2.	Improvement on English Language	3.4	0.004	Agree
	Inculcate the habit of reading novels and develop grammatical ability	3.88	0.256	Agree
4.	Master the principle of shorthand	3.58	0.042	Agree
5.	Practise regularly	3.62	0.061	Agree
6.	Learn how to write good outlines (penmanship)	3.61	0.056	Agree
7.	Reduction of student's population	3.05	0.105	Agree
	Employment of qualified lecturers with requisite skills and experience	3.15	0.050	Agree
9.	Proper implementation of the curriculum	2.97	0.163	Agree
	Lecturer's positive attitudes towards new ideas, teaching methodology can enhance teaching and learning	3.23	0.021	Agree
	Sponsorship of lecturers to attend seminars, workshops and Conferences can enhance teaching and learning	3.32	0.024	Agree
	Purchase of textbooks apart from anniversary textbook which is Meant for beginners	3.05	0.105	Agree
13	Master how to recognize sound (sound spelling)	3.21	0.027	Agree
14.	Provision of shorthand laboratories and adequate classrooms	3.57	0.038	Agree

Source: Field Survey 2019

Data in Table 3 shows that all the respondents used for the study agreed with these items as strategy to be adopted in solving students' problems in teaching and learning of Shorthand in the classroom. The mean revealed that respondents accepted all the items as solutions to the challenges to teaching and learning of Shorthand with a mean score of

Table 4: Mean and Standard Deviation of Lecturers' Response on Suggested Solutions to the problems of Teaching and Learning of Shorthand Skills

S/N	Items	Mean	S.D	Remark
1.	Professional should be employed to teach shorthand	3.76	0.024	Agree
	Showing personal interest in students and inculcate in them how to develop interest in the course	3.53	0.006	Agree
	Lecturers should be approachable and fairness in dealing with the students	3.53	0.006	Agree
4.	Giving due recognition to each student's ability and personality	3.15	0.207	Agree
5.	Adoption of appropriate method of teaching shorthand	3.53	0.006	Agree



Showing acceptance not embarrassing or humiliating students, no matter their attitude	3.46	0.021	Agree
Availability and utilization of modern Shorthand Laboratory will enhance effective teaching and learning	3.77	0.027	Agree
Number of hours should be increased for for effective teaching and learning	3.62	0.000	Agree
Maximum of 35 students in a class should be adopted for effective teaching and learning of Shorthand	3.85	0.060	Agree
Giving assignments regularly will help the students to grasp the Rudiments of the course	3.85	0.060	Agree

Source: Field Survey 2019

As indicated by the grand mean of in table 4, the data shows that all the respondents used for the study agreed with these items as solutions to the challenges faced by the students. The item by item mean shows that all the items with mean ranging from 2.97 to 3.88 are acceptable.

Discussion of Findings

From the findings, it was found out that the respondents agreed with all the items all the factors militating against the mastery of shorthand skills, having the mean score of 2.5 except items 5, 6, 7, 8, 9 and 12 which indicated that the respondents considered those items insignificant. The results agreed with the opinion of Ehirheme (2019) that lack of interesting the part of students, poor knowledge of English Language, inabilities of the students to practise regularly and drill, laziness due to negligence at their work, cane of nomenclature of Secretarial Studies to Office Technology and Management programme delayed admission process into tertiary institutions, inadequate facilities and over-population, are all factors militating against the mastery of shorthand skills. While the respondents disagreed with the opinion that invigilators are not strict, shorthand outlines were not checked against the transcript, lecturers' who were not skilled in shorthand were appointed as external examiners/moderators, external examiners pass those who failed in order to be retrained, students buy grades from lecturers and clerks and tat laziness on the part of the students is another factor for not meeting shorthand speed.

The results of research question two revealed the possible solutions to the problems of teaching and learning Shorthand. The respondents agreed with all the items 1-10 receptively. These include English Language trouble reading of novels and development of grammatical ability, mastery of shorthand principles, reduction of student's population, hiring of qualified lecturers, proper implementation of the



curriculum and policies, using of appropriate methods of teaching, sponsoring lecturers to attend seminars, workshops, and conferences, purchase of textbooks, mastering sound spelling, and provision of shorthand laboratories and adequate classrooms. The finding corroborates that of Ankwandu, Okoro and Ozoemenam (2016) that teacher's attitude and behavior are very important factor and that teachers can do a lot of help learners develop motivation in learning.

Summary of Findings

The result of data collected in respect of the 2 research questions formulated for this study were analysed using the arithmetic mean and Standard Deviation revealed the following major findings:

Student-teacher relationship has a significant effect in the effective teaching and learning of Shorthand

Personality of the teacher goes a long way in effective management of classroom in teaching and learning of Shorthand.

Arousing the students' interest by the teacher enhances effective teaching and learning of Shorthand.

Professional lecturer should be employed in the teaching of Shorthand.

Adoption of appropriate method of teaching enhances effective classroom management in the teaching and learning of Shorthand,

Utilisation of appropriate instructional facilities enhances effective classroom management in the teaching and learning of Shorthand.

Period allotted and proper seating arrangement enhances effective classroom management in the teaching and learning of Shorthand.

Conclusion

From the findings of this study it can be concluded that there are many factors militating against students' mastery of shorthand skills. Since the objective of the teaching and learning process is to bring about behavioural changes in the learners, therefore, proper attention and consideration must be given to eliminate all factors that can hinder effective teaching and learning processes as well as effective classroom management.

Recommendations

The following recommendations are made to reduce the factors militating against mastery of shorthand skills in the classroom:



Interest is very important in whatever course one wishes to pursue. It is advisable to admit students who have genuine interest in the profession. In other words, students who do not make Office Technology and Management as their choice should not be offered admission for the course.

Manageable class size must also be considered when admitting students into the programmes. A situation whereby the class is over-crowded, it will be difficult for the teacher to manage them effectively. Teaching and learning would be difficult to take place.

Learning atmosphere should be made more conducive, well ventilated and well equipped laboratories with constant electric power supply should be provided in all Shorthand laboratories.

Experienced lecturers should be given Shorthand to teach. It would be a little difficult for a layman to handle the course.

Government should provide fund to the institutions so as to enable them purchase materials, equipment and machines for the students' use. This will enable them to be taught well and gain their good image as Office Technology and Management products.

Lecturers should understand the peculiar nature of Shorthand and apply it in teaching the students. Assignments should always be given to students and when assignments given must be checked and marked appropriately.

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ASSESSING THE INTEGRATION OF NEW OFFICE TECHNOLOGIES IN RIVERS STATE PUBLIC SERVICE ADMINISTRATION

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Abstract

The study assessed the integration of new office technologies in Rivers State Public Service administration. The descriptive survey research design was adopted for this study. The population of the study comprised of 130 Senior Administrators' of Ministries and 245 Senior Administrators' of Agencies drawn from the Public Service in Rivers State. The entire population was used for the study. A structured questionnaire titled "Integration of New Office Technologies in Administration" (INOTA) was used as instrument for data collection. Three experts validated the instrument while Cronbach alpha was used to obtain the reliability coefficient of 0.89. Two research questions and two hypotheses guided the study. Only 319 copies of the questionnaire were retrieved and used for the study. The items were rated on a four (4) point rating scale; mean was used to analyze the research questions and z-test was used in testing the hypotheses. The findings revealed a moderate level of Senior Administrators' knowledge on the use of new office technologies and a low extent of Senior Administrators' utilization of new office technologies in Rivers State Public Service administration. The researcher recommended that government should ensure the training and retraining of officers of Ministries and Agencies on state of the art office technologies to build their knowledge on efficient usage and to improve service delivery in the Public Service.

Keywords: New Office Technologies, Administration, Integration, Public Service.

Introduction

The desire to reposition the public service for effective and efficient service delivery has always been the preoccupation of many countries in both developed and developing nations. As a result, governments across the globe have initiated a number of policy frameworks to reform the public sector by reorganizing the structures, systems and processes that will enhance the delivery of services to their



citizens (Rahim, Akintunde, Oguntuyinbo, Obanla & Aremu, 2017). Literarily, the public service of any country is an establishment of governance and administration created basically to provide public good (water, electricity, health care, qualitative education and transportation systems among others) to the citizen in the most efficient and effective method.

Oni, Oni and Gbirevbie (2015) opined that the public service of any country is a major pillar in determining the development and stability of such country. This is because the public service is the engine for the processing of the vastly acquired and expanded government responsibilities of executing public policies and projects and rendering essential services to the people. The public service comprises of government establishments which is made up of the Ministries, Departments and Agencies; charged with the responsibility of policy formulation and implementation that will translate into better service delivery and this requires a lot of information generation and transmission. The processes of handling these activities can better be described as administration.

Administration is the component part of management concerned with facilitating accomplishment of an organization's objectives through the systematic management of constraints and careful utilization of the available limited resources like human, material, finance etc. Ajike (2015) opined that Administration is the process of organizing people and resources efficiently so as to direct activities towards a common goal and objectives and that administration includes those functions required for effective business operations to ensure smooth day-to-day operations of an organization. Thus, Administration in the context of this study involves the control of office activities in terms of information sharing and effective communication. The Secretary is an important player when it comes to management and processing of information in every organization. Office administration requires a Secretary that possesses modern Information Technology and Management skills. A modern business office administration involves word processing, data processing, reprographics, micrographics and communication systems which are integrated to facilitate attainment of better office services (Agomuo, 2012). These are all new office technologies that have relegated the traditional office practices and have brought about efficiency in organizational service delivery.

New Office Technologies are computer related devices used in the discharge of office duties which include hardware and software facilities that bring about



efficiency in the management of information and communication. New Office Technologies, according to Morton (2012) include; PowerPoint (slide presentation), Blogging, Mobile Devices, iTunes, Screen Casting, Twitter, Wikis, Web, Video and Tele-conferencing, Video conferencing, Interactive White Board, Online Library, Database, LCD Projector, Overhead Projector, etcetera. Nwokike (2015) opined that New Technologies are also known as Information Communication Technology which consists of computer, scanners, printers, intranet, internet, email, videophone system, teleconferencing devices, wireless application protocols (WAPS), radio and microphones, television and satellites, multimedia computer and multimedia projectors.

According to Amaewhule and Appah (2019), Information and Communications Technology is technology that supports activities involving the creation, storage manipulation and communication of information, together with the related methods, management and application. In other words, Information and Communications Technology enables us to record, store, process, retrieve and transmit information using technological facilities.

Okpokwasili (2018) asserted that there are many information systems application tools commonly used in various offices in public parastatals. These information systems application tools include: Microsoft suits, Internet services, graphic application tools like CorelDraw etcetera. The utilization of these information system tools does not come with ease, it requires the development of certain level of competencies that will enable the users perform their jobs efficiently and effectively, thereby, enhancing the accomplishment of the public parastatals' objectives. Digital technologies need to be integrated in core processes and activities of the government in order to establish new ways of working and promote greater openness and collaboration; this requires the development of new capabilities and skills able to sustain a digital public sector culture (OECD, 2019).

By integrating the use of Information Communication Technology in government processes, public administration can achieve an increase in productivity and efficiency in service delivery. Information Communication Technology enabled administration has the potentials of revolutionizing the quality of services delivered to the citizens by ushering in transparency, accountability and efficiency which are the bane of the Nigeria's public sector (Oni *et al.*, 2015).



Mashau and Andrisha (2016) asserted that Modern office technological gadgets such as smartphones, faster Windows operating systems (e.g., Windows 7 and 8), laptops and tablets are being used by many managers and are helpful in terms of making work very flexible and easy and that computers and information technology has become an enabler for greater convenience. Users can access the most popular types of computer software programs, like word processing programs which help with the writing and editing of letters and reports, and data management programs which help us to work with long lists of data and spread sheets every day on our tablets, smartphones and laptops, thus, making some management tasks easier.

Managers of organizations and Secretaries now have many technologically advanced office gadgets to ease their jobs and enhance proficiency and productivity leading to improved service delivery. Today's secretaries are exposed to office technology including the internet that makes work much easier and knowledge more accessible; It is now easier to send messages by telex, electronic mails (e-mails), fax and telephones (Phyllis & Peter, 2016). Technological changes have altered the procedures and techniques for office functions to include New Technologies, such as computers, electronic mail, voice mail, and the internet. Modern Information and Communication Technologies, as expressed by Strielkowski, Gryshova and Kalyugina (2017) are crucial for the proper functioning of modern public administration, state and public sector management and with the growing importance of Internet, information and communications solutions that help to facilitate daily tasks; many governments in the world are embracing the novel and innovative solutions for the routine tasks. New Technology is changing the scope of what's considered an office Stone (2017). Offices inevitably adopt newer technologies that get more work done with fewer people, and there's pressure to keep a modern, professional image by staying on top of the latest tech trends.

Statement of the Problem

Over the years, several changes have taken place in both private and public offices in terms of information management and communication which has been triggered by technological advancement in all phases of human life and endeavour. Most offices in today's business world; be it government, industry or other human endeavours, require detailed and accurate information for quick decision-making. The type of machines and gadgets that were used to produce, duplicate, store information and communicate has undergone a great transformation to cope with the growing world



of technology. New Technologies such as computers, smartphones, hand-held devices, electronic mail, voice mail, and the internet have altered the procedures and techniques for office functions and are required for information management by managers, secretaries and other office personnel.

Today, technology has become a strong force in information management and provides users with wide range of tools to help achieve goals of improved service delivery. Despite its potential benefits government and public offices seem to be struggling with the integration of these new technologies. Okpokwasili (2018) revealed that many of the computers in most public parastatals in Rivers State liedown idle without being put to functional use and where they are being used, only typing of textual documents are done with them; most times, graphic and calculation works, Internet services, PowerPoint, Microsoft publishers, spreadsheet as well as database applications are neglected and often times the official documents are taken to commercial business centres for production. Also, it is observed that the traditional method of information management and communication is still the main practice in today's offices with little or no application of technology; especially amongst the public services. Ministries and Agencies in Rivers State still produce document and share information manually. What remains open to question is the level to which public service offices in Rivers State have taken advantage of technology to enhance service delivery.

Research Questions

The following research questions were posed to guide the study:

What is the level of Senior Administrators' knowledge on the use of new office technologies in Rivers State Public Service administration?

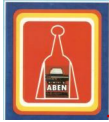
What is the extent of Senior Administrators' utilization of new office technologies in Rivers State Public Service administration?

Hypotheses

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

There is no significant difference in the mean ratings of Senior Administrators' of Ministries and Agencies on knowledge on the use of new office technologies in Rivers State Public Service administration.

There is no significant difference in the mean ratings of Senior Administrators' of Ministries and Agencies on the extent of utilization of new office technologies in Rivers State Public Service administration.



Methodology

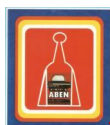
The descriptive survey research design was used in conducting the study. The population of the study as indicated in the table below comprised of 130 Senior Administrators' of Ministries and 245 Senior Administrators' of Agencies drawn from Rivers State Public Service.

Table 1: Population Distribution

S/N	Groups	Dir. Admin	Secretaries	Total No. of Senior Administrators'
1.	Ministries	26	104	130
2.	Agencies	49	196	245
		75	300	375

Source: Establishment/Training/Pension Bureaus, 2019.

No sampling technique was used for the study, since the population was small. The instrument used for data collection was a structured questionnaire titled "Integration of New Office Technologies in Administration" (INOTA). The instrument provided response to the two research questions with 30 items; Item 1-15 addressing Research Question One and item 16-30 addressing Research Question Two in a 4-point rating scale weighted as "High Level" (HL) 4 points, "Moderate Level" (ML) 3 points, "Low Level" (LL) 2 points, "Very Low Level" (VLL) 1 point and High Extent" (HE) 4 points, "Moderate Extent" (ME) 3 points, "Low Extent" (LE) 2 points and "Very Low Extent" (VLE) 1 point respectively. To establish the validity of the instrument, the questionnaire was subjected to face and content validity by two experts from the Department of Business Education and one expert from Measurement and Evaluation, all in the Faculty of Education in Rivers State University. To ensure the consistency of the instrument, the test-retest method of reliability was adopted and a reliability coefficient of .89 was established. Only 319 copies of the questionnaire were retrieved and used for the study; this represents 85 per cent of the total number distributed. The data analysis was done using the mean to analyze the research questions while z-test was used to test the hypotheses. The mean was obtained by the summation of all responses as assigned to a rating scale in an item divided by the total number of responses: $4+3+2+1/4 = 2.50$. The mean score of 2.50 and above was accepted, while those below 2.50 were rejected. Also, the decision rule for the hypotheses was that any hypothesis with a z-calculated value less than the z-critical table value of 1.96 is considered accepted whereas if it is more than the critical table value it is considered rejected.



Results

Research Question 1

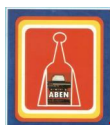
What is the level of Senior Administrators' knowledge on the use of new office technologies in Rivers State Public Service administration?

Table 2: Mean ratings on level of Senior Administrators' knowledge in Rivers State Public Service administration N=319

S/N	Items:	Ministries (121)		Agencies (198)		Mean	Std. Dev.	Remarks
	I am knowledgeable in the use of:	0	STD	0	STD			
1.	Computers.	3.55	0.76	3.54	0.77	3.55	0.77	HL
2.	Projectors.	2.53	1.23	2.52	1.23	2.53	1.23	ML
3.	Scanners.	3.52	0.78	3.51	0.77	3.52	0.78	HL
4.	Printers.	3.51	0.81	3.50	0.83	3.51	0.82	HL
5.	Photocopiers.	3.49	0.84	3.46	0.84	3.48	0.84	ML
6.	Smart Phones.	3.09	1.07	3.04	1.21	3.07	1.14	ML
7.	Microsoft Word.	3.57	0.71	3.54	0.78	3.56	0.75	HL
8.	Microsoft PowerPoint.	3.36	0.97	3.33	0.99	3.35	0.98	ML
9.	Microsoft Excel.	2.42	1.21	2.41	1.20	2.42	1.21	LL
10.	Facebook.	3.49	0.88	3.48	0.85	3.49	0.87	ML
11.	Twitter.	2.38	1.19	2.37	1.20	2.38	1.19	LL
12.	WhatsApp.	3.27	1.11	3.26	1.09	3.27	1.10	ML
13.	Video Conferencing.	2.40	1.18	2.38	1.19	2.39	1.19	LL
14.	Search Engines.	3.23	1.18	3.22	1.17	3.23	1.18	ML
15.	Electronic Mailing.	3.36	1.05	3.35	0.99	3.36	1.02	ML
Total Mean/SD		47.17	14.97	46.91	15.11	47.04	15.04	
Grand Mean/SD		3.14	0.99	3.13	1.01	3.14	1.00	ML

Source: Field work, 2019.

The data presented in Table 2 shows that the responses for items 1, 3, 4 and 7 had the mean scores of 3.55, 3.52, 3.51 and 3.56 which implies a high level of knowledge in the use of Computers, Scanners, Printers and Microsoft Word and items 2, 5, 6, 10, 12, 14 and 15 had mean scores of 2.53, 3.48, 3.07, 3.35, 3.49, 3.26 and 3.36 which implies a moderate level of knowledge in the use of Projectors, Photocopiers, Smart Phones, Microsoft PowerPoint, Facebook, WhatsApp, Search Engines and Electronic Mailing. Also, items 9, 11 and 13 had mean scores of 2.42, 2.38 and 2.39 which imply a low level of knowledge in the use of Microsoft Excel, Twitter and Video Conferencing. Consequently, the grand mean of 3.14 indicates a moderate



level of Senior Administrators' knowledge on the use of new office technologies in Rivers State Public Service administration.

Research Question 2

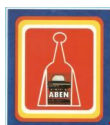
What is the extent of Senior Administrators' utilization of new office technologies in Rivers State Public Service administration?

Table 3: Mean ratings on extent of Senior Administrators' utilization of new office technologies in Rivers State Public Service administration N=319

S/N	Items: I utilize the following:	Ministries (121)		Agencies (198)		Mean	Std. Dev.	Remarks
		0	STD	0	STD			
16.	Computers.	3.62	0.68	3.59	0.74	3.61	0.71	HE
17.	Projectors.	2.41	1.20	2.40	1.16	2.41	1.18	LE
18.	Scanners.	3.50	0.88	3.50	0.89	3.50	0.89	HE
19.	Printers.	3.67	0.61	3.64	0.69	3.66	0.65	HE
20.	Photocopiers.	3.70	0.58	3.69	0.62	3.69	0.60	HE
21.	Smart Phones.	3.52	0.86	3.49	0.90	3.51	0.88	HE
22.	Microsoft Word.	3.63	0.67	3.61	0.74	3.62	0.71	HE
23.	Microsoft PowerPoint.	1.46	0.76	1.45	0.76	1.46	0.76	VLE
24.	Microsoft Excel.	1.47	0.77	1.44	0.73	1.46	0.75	VLE
25.	Facebook.	1.41	0.79	1.38	0.66	1.39	0.73	VLE
26.	Twitter.	1.44	0.74	1.42	0.67	1.43	0.71	VLE
27.	WhatsApp.	1.40	0.73	1.39	0.66	1.39	0.69	VLE
28.	Video Conferencing.	1.36	0.70	1.34	0.59	1.35	0.65	VLE
29.	Search Engines.	1.49	0.80	1.48	0.79	1.49	0.79	VLE
30.	Electronic Mailing.	1.37	0.71	1.36	0.64	1.37	0.68	VLE
Total Mean/SD		35.45	11.48	35.18	11.24	35.32	11.36	
Grand Mean/SD		2.36	0.77	2.35	0.75	2.35	0.76	LE

Source: Field work, 2019.

The data presented in Table 3 shows that the responses for items 1, 3, 4, 5, 6 and 7 had the mean scores of 3.61, 3.50, 3.66, 3.69, 3.51 and 3.62 which implies a high extent of utilization of Computers, Scanners, Printers, Photocopiers, Smart Phones and Microsoft Word. Also, items 2, 8, 9, 10, 11, 12, 13, 14 and 15 had mean scores of 2.41, 1.46, 1.46, 1.39, 1.43, 1.43, 1.39, 1.35, 1.49 and 1.37 which implies a very low extent of utilization of Projectors, Microsoft PowerPoint, Microsoft Excel, Facebook, Twitter, WhatsApp, Video Conferencing Search Engines and Electronic Mailing. Consequently, the grand mean of 2.35 indicates a low extent of Senior



Administrators' utilization of new office technologies in Rivers State Public Service administration.

Hypothesis 1

There is no significant difference in the mean ratings of Senior Administrators' of Ministries and Agencies on knowledge of the use of new office technologies in Rivers State Public Service administration.

Table 4: z-test result on level of Senior Administrators' knowledge in the use of new office technologies in Rivers State Public Service administration

Respondents	N	Mean	Std. Dev.	Df	z- Cal Value	z- Crit Value	L/Sig	Decision
Ministries	121	3.14	0.99	317	0.09	1.96	0.05	Accepted
Agencies	198	3.13	1.01					

Source: Field work, 2019

Table 4 above revealed a z-calculated value of 0.09 which is less than the standard z-critical value of 1.96; thus, the null hypothesis was accepted. The result therefore is that there is no significant difference in the mean ratings of Senior Administrators' of Ministries and Agencies on knowledge of the use of new office technologies in Rivers State Public Service administration.

Hypothesis 2

There is no significant difference in the mean ratings of Senior Administrators' of Ministries and Agencies on the extent of utilization of new office technologies in Rivers State Public Service administration.

Table 5: z-test result on extent of Senior Administrators' utilization of new office technologies in Rivers State Public Service administration

Respondents	N	Mean	Std. Dev.	Df	z- Cal Value	z- Crit Value	L/Sig	Decision
Ministries	121	2.36	0.77	317	0.11	1.96	0.05	Accepted
Agencies	198	2.35	0.75					

Source: Field work, 2019

Table 5 above revealed a z-calculated value of 0.11 which is less than the standard z-critical value of 1.96; thus, the null hypothesis was accepted. The result therefore is



that there is no significant difference in the mean ratings of Senior Administrators' of Ministries and Agencies on the extent of utilization of new office technologies in Rivers State Public Service administration.

Discussion of Findings

One of the findings of this study was that the respondents level of knowledge in the use of Projectors, Photocopiers, Smart Phones, Microsoft PowerPoint, Facebook, WhatsApp, Search Engines and Electronic Mailing is moderate amongst others; thus, indicating a moderate level of Senior Administrators' knowledge on the use of new office technologies in Rivers State Public Service administration. This agrees with Phyllis and Peter (2016) who asserted that today's secretaries are exposed to office technology including the internet that makes work much easier and knowledge more accessible. The technological evolution in the office world is the reason for which administrators are striving to acquire several necessary skills relating to new technologies as required in automated offices all over the world.

The study also revealed a very low extent of utilization of Projectors, Microsoft PowerPoint, Microsoft Excel, Facebook, Twitter, WhatsApp, Video Conferencing, Search Engines and Electronic Mailing; indicating a low extent of Senior Administrators' utilization of new office technologies in Rivers State Public Service administration. This agrees with the findings of Okpokwasili (2018) who observed that many of the computers in most public parastatals in Rivers State lie idle without being put to functional use and where it is being used, only typing of textual documents are done with it. Most times, graphic and calculation works, Internet services, PowerPoint, Microsoft publishers, spreadsheet as well as database applications are neglected and often times the official documents are taken to commercial business centres for production.

Conclusion

New Technologies such as computers, smartphones, hand-held devices, electronic mail, voice mail, and the internet services have altered the procedures and techniques for office functions and are required for information management by managers, secretaries and other office personnel's. No doubt, a change in the practice of office administration is imperative vis-à-vis the emerging technologies associated with modern office administration. The integration of new technologies in the Public Service helps in the delivery of better service. Administrators of Ministries and



Agencies in Rivers State Public Service are notably seen producing official documents outside their offices, despite the fact that they are knowledgeable in the use of these new technologies. This suggests that they rarely utilize new office technologies and are comfortable with the traditional system or probably availability of these office technologies may be an issue confronting the full integration of new office technologies in Public Service administration.

Recommendations

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

Government should ensure the training and retraining of officers of Ministries and Agencies on state of the art office technologies to build their knowledge on efficient usage.

Administrators in the Ministries and Agencies should ensure effective utilization of available new office technologies for better service delivery in the Public Service.

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GLOBALIZATION OF BUSINESS EDUCATION CURRICULUM EXPERIENCES FOR ENHANCED STUDENTS' EMPLOYABILITY STATUS IN NIGERIA

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Abstract

Globalization, as a product or process has challenged all dimensions of human life and specifically the educational system and its core curriculum. The growing challenges of globalization, internationalization and labour market are pushing universities to rethink their curriculum learning process in developing economies. Hence the study seeks ways to strengthen the business education curriculum learning experiences in order to improve creativity and innovative capacities of students in knowledge based economy. In conclusion,. Globalization is a key driver of change in business education and its resultant impacts has redefined the employability context of its curriculum. Business education must not be unfit in the face of globalized economy rather the skills, values, and competencies embedded in business education should adequately include workplace enhancement skills to meet new labour market expectations. The paper therefore suggested among others that the current business education curriculum should be reassessed, reevaluate and redesigned to enhance students employability status in Nigeria, modern gadgets and facilities that equate globalization should be provided for effective teaching and learning of business education.

Keywords: *Globalization, Curriculum, Employability, Internationalization.*

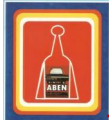
Introduction

Globalization is the process in which people, ideals and goods spreads throughout the world, spurring more interaction and integration between the worlds cultures, education, government and economy (Ikpeasu, 2017). The influx of graduates yearly into the labour market with limited hope for gainfull employment has become a worrisome experience in developing countries. This unusual trend has been attributed to economic changes in countries and global labour market which increasingly resulted in new requirements to the quality of graduates and new



approaches to their competitiveness (Aimzhan, Gaukhar, Zhanar, Turar, Laura and Kulzinat, 2015), disparity and inconsistency of the curriculum to current economic realities. Again, critics have equally Lamented that the slow adaptation of business education in Nigeria to research and technological challenges. Cedefop (2018) asserted that increasing changes pose by technology, Inadequate teaching resources and teaching methods which negatively affected effective teaching and learning experiences. The above scholarly arguments indicate that the business education in Nigeria curriculum lack broad based learning experiences and is inconsistent with its philosophy of employability. Many graduates unfortunately in Nigeria have retired by age while waiting consciously either for employment in government owned agencies or in the organized private sector. National Bureau of Statistics (2016) captured the current economic reality of unemployed or underemployed at 24.4 million in first quarter of the year to over 26.06 million with negative consequences on the Gross Domestic Product. The GDP growth plummeted deeper from 0.36 in first quarter to 2.06 percent year-on-year in second quarter with over 16 percent inflation. The current labour market according to Emiefele (2016) represents about 48 percent of the workforce. Bamber (2012) in rethinking education forum organized by the European commission lamented the increasing proportion of youth unemployment in Europe. Oliveira (2010) also noted that more than 50 percent of Portuguese unemployed university graduates are out of work for more than six months against the OECD average 42 percent framework. This figure however portrays a total disconnection between what education offer and the needs of labour market. The curriculum structure of business education varies from one country to another. Business education in Nigeria is at variance with global business education standards. It is sacrosanct, a mix of business and education. Although, envisioned to adequately prepare graduates its curriculum has been education dominated in Nigeria with well over 30 percent non-business courses. What we teach can hardly prepare graduates to have global understanding of international economy.

Although unemployment is not an Africa experience alone but a global phenomenon, the Nigeria's experience is a call to question the extent business education curriculum is globalized and employable in higher education institutions (HEIs). The content and provisions of business education curriculum in Nigeria is yet to be relevant in the 21st century especially with the overwhelming influence of globalization, internationalization, and information and communication technology rapidly



shaping the world. In higher education settings, globalisation refers to flow of technology, economy, and knowledge, mobility of people, values, and ideas across borders. According to Organization for Economic Cooperation and Development (OECD, 1999) in (Nwabufo and Seyi 2018) globalisation affects countries in different ways due to nation's peculiarity, cultural orientations, history, traditions and priorities. Green and Baer (2000) view the adoption of 'globalisation' by many universities in their mission, statements as a way of producing globally competent graduates with rich inter-cultural understanding. In actual sense, universities are more entrepreneurial and competitive nowadays in their quest to produce globally relevant graduates. These institutions sell or export their educational programmes and services attracting other country nationals, engage in collaborations, development assistance, and offer training courses through distance learning, e-learning or direct recruitments of students. Globalisation, therefore, is concerned with the teaching and learning processes that enable students have global perspectives of issues, events, opportunities and rich knowledge of cultural diversity, languages to function in different cultural environments. All these to a large extent not only project the institutional outlook *but* exact pressure on the academic programme's curriculum, teaching and learning experiences that we want the students learn, understand and think globally. Therefore, it is absolutely wrong to do something the same way and expect different result.

Curriculum

Curriculum according to Akpan, Nwokocha and Naboth (2018) is an educational programme of experience offered by the learner under the guidance of a school in order to effect certain changes in behavior of the learner. Samuel and Ajamina (2007) referring to the progressives' approach to curriculum planning advocate for change in the conception of knowledge, scientific knowledge and learning process and connecting the formal education to the life of the learner and changing demands of the larger society. The above scholarly proposition is in congruence with the study position that the business education curriculum in higher education today should be reexamined to prepare graduates with analytical and critical skills to play key role in global economy, explore domestic and multi-cultural business environments and in society. The learning experiences in business education appear to have not achieved these objectives as evident in its low employability status and products' inability to



meet the demands of employers and society. In fact, great disparity exists in its course content, context, staff/student mix, quality of teaching, and funding in Nigeria compare to what is obtained in developed countries. Sala-l, Bilbao, Di Battista, Hanouz, and Geiger (2014) ascertain the skills acquired and developed by students enable them to function in many areas in a diversified economy. A diversify economy is a competitive environment which requires innovation, creativity, intelligence, skills and high level of technology for survival. Therefore, the curriculum of business education must be flexible so as to enable students to measure up to the current technological trends for global competitiveness Karma (2012). Therefore, business education curriculum should meet global requirement in order to prepare students for global competitiveness in areas of skills and business operations.

Globalization and Employability Content of Business Education Curriculum

Business education an essential aspect of vocational education provides students self-actualization and self-reliant skills to actively contribute to individual economy, local and national industrial growth. It produces army of entrepreneurs that explores, expands the frontiers of domestic and international economy, turn natural resources into finished goods and services to create opportunities for others. Thus, business education promotes the understanding of business environment, economic literacy and ability to be successful in variety of careers. Curriculum modernization is crucial if the business education objectives of producing graduates who can participate in global economy, function in domestic and international business environment, develop information technology skills, and integrate business concepts and skills with relevant academic knowledge must be attained. Kao and Mao (2011) emphasized the need to develop customizable curricula by business schools to assist students in identifying and learning critical skills, knowledge and attitudes to compete in their targeted global markets. Business education employment potential cannot be overemphasized in an era of economic recession. All over the world, higher education institutions factored employability and creativity into their curriculum to provide potential students desirable learning experiences culminating into productive knowledge, skill and attitude (KSA) in life. Current scientific literature contends that the workplace is dynamic and business education graduates



need more than academic knowledge to be successful as employees and entrepreneurs. Technical competency is no longer sufficient as success in national and global workplace is dependent largely on development of human relation skills, self-management and workplace enhancement skills such as decision making and critical thinking. Therefore, the usual teaching philosophy and learning experiences in this new globalised age will only succeed to make business graduates more globally deficient and unfit. Besides, critics have even cautioned that as the social, political, individual, and business needs are rapidly changing, business education curriculum must equally respond smartly to meet the needs. In view of the above, diffusion of innovation theory was adopted to explain the connectivity between globalization and higher education precisely business education in the 21st century.

The theory developed by Everett Rogers in (Akpan, Nwokocha and Naboth, (2018) elucidates how, over time an idea or product gain momentum, diffuses or spreads through a specific population or social system. it simply enables community of adopters behave or do things differently rather than bureaucratic resisting innovation in organizational settings. According to Sahin (2015), the process of adopting new innovations has been studied for over 30 years. Rogers: diffusion of innovation has been popularized by increasing scientific interest amongst researchers who use the model successfully to develop framework in political science, public health, communication, economic, technology and education (Stuart, 2012). Innovation spread basically through itself, communication channels, time and social system build around human capital, in this case, innovators are institutional leaders usually driven by passion for innovation, venturesome and always willing to take risks to implement new ideas in higher education institutions. Adoption of globalization and internationalization is conceived as an innovative approach to business education curriculum modernization. Importantly, Globalization and internationalization is rapidly changing what and how we teach, learn and inventing new employable skills. Gibb, Haskins and Roberson (2009) refer to internationalization as part of competitive strategy employs by higher education institution for enriching student experiences and existing staff development that consequently leads to curriculum development and innovation, greater cultural sensitivity, promoting partnership with academic and industry. Again, internationalization is just a way higher education



institutions (HEIs) respond to the global pressures and opportunities. Thus, institutions increasingly perceive themselves as being in an internationally competitive market place, for staff, for students, for income generation and for research (UNESCO, 2013, Altbach and Knight, 2016). Innovative approach to education presupposes developing all inclusive curricula irrespective of student nationality, cultural and social class or gender identities that prepares them to engage in a culture of communication and work that is fast becoming global (Haigh, 2002). Jones and Killick (2007) refer to internationalization of the curriculum as encompassing all learning experiences leading into development of student cognitive, attitudinal and affective domains while studying. It inculcates in students' wide range of values openness, tolerance, and culturally inclusive behaviour that enable them adapt swiftly to global environment thereby improving their chances in global labour market. However, graduate employment futures, in the context of a global labour market, are characterized by frequent job, occupational and vocational change involving potentially periods of involuntary self or contract employment (Rajan et al in Gibb, Haskins and Robertson, 2009). Globalization, therefore, places great burden on graduates to develop their capacity to be entrepreneurial-driven in local and global economy.

Employability is an idea that individuals are now increasingly responsible for their own welfare and that of society hence they must acquire specific knowledge and skills employers need. The concept connotes the capability to gain initial employment, maintain employment and take new employment if required (Oliveira, 2015). Employment refers to productive and profitable engagement of individuals using acquired knowledge, skill to contribute meaningfully either as employee, or self-employed entrepreneur to generate wealth. Again, employment can be seen as profitable engagement in actual performance using acquired knowledge, skill or capability either as a paid employee or as a self-employed businessman. The ability of any individual to scout for and secure employment also depends largely on availability of jobs in the labour market. This further implies the fewer the jobs available, the lower the employability must be seen as share responsibility between internal, external stakeholders and labour market that defines the content of what universities undertake. However, policy makers and employers believe institution of



higher learning have entrusted responsibility to enrich graduates employability through their teaching and non-teaching experiences and research; therefore, they constantly guarantee the conditions for developing students' transferrable skills. Thus, institution of higher learning must persistently commit themselves transferrable skills development by actively integrating academic with other relevant extra-curricular activities and work experience that can directly improve students employability. Gibb, Haskins & Robertson (2009) noted that student ability to develop their capacity is largely determined by the nature of the university itself and its strategies to bridge the local and global interface. The capability of students' skills and their future work context increases overtime when students' self-knowledge is more developed potentially contributing to higher levels of performance and satisfaction (Swanson and Fouad, 2019). The concern for transferrable skills development is the basis for university and employers understanding of employability.

Besides, literature has constantly stressed the importance of competency-based approach to curriculum modernization which focuses on the development of practical knowledge. Exploring further, the Kerr's model 'changing the curriculum' (Samuel and Alamina 2017) believed that the reason for any curriculum reform or innovation is to update Knowledge so that the bridge between the researcher at the forefront of knowledge and the teacher can be narrowed. Cedefop (2018) supporting this argument noted that the shift from content-led curriculum to learning outcomes approach is an integral part of the diverse framework for success, independence and participation beyond local environment. Linberg (2003) therefore caution curriculum planners that although specific competencies have been and still remain, hard to predict as society and technical development changes, young people need to be prepared for a changing society and for structural changes in the labour market. The 21st century employers place great premium on range of wider skills of problem solving, teamwork, resilience, entrepreneurialism supported by functional skills and technical expertise. In view of the above, many scholarly arguments tend to support problem-based learning curriculum which involves expansive experiences that enable students develop real world problem solving abilities in order to contribute to business successes and develop worthwhile careers. Competency based learning (CBL) is more of real world learning experience that supports and challenges critical



thinking, provide opportunities to take responsibility and develop alternative ideas and strategies. Thus, competence is performance based education which major aim is to train specialists or professionals who can successfully compete in the labour market (Berkaliev et al, 2007). European Training Foundation (1997) refers to competence as the ability to do something well or effectively, correspondence with the demands for a job; the ability to perform specific work function. In other words, competence is person's ability to perform activity on the basis of life experience, acquired knowledge and skill. Also, contributing to the frontier of knowledge (Asimov et al, 2009) described competence as a combination of knowledge, skills, and abilities formed in the process of learning of a particular discipline. This innovative approach to learning transcends beyond knowledge transfer but focus more on mastery of core competencies.

Challenges of Globalization of Business Education Curriculum

Globalisation is one major challenge of higher education in less developed economies. Its resultant consequences are increasingly impacted on business education and employability of its various earning experiences. Despite the appropriateness of the objectives of business education in Nigeria for knowledge development, the various learning experiences lack practical and entrepreneurial skills needed by students to be analytical and critical thinkers and have global perspectives of economic opportunities. Employability status of the various learning experiences in business education has been inconsistent with Nigeria labour market realities as many graduates are yet to use acquired skills productively to effect economic change. Skills, values, and competencies embedded in business education are yet to sufficiently promote self-reliance, self-employment, a deficiency many believe is inconsistent with economic changes and responsible for the ever-increasing unemployment and underemployment. The curriculum is education dominated with well over 30 percent non-business courses and content of what is taught can hardly prepare graduates to work productively in multi-culture environment and participate in international economy. The study scientifically has discovered that the changing nature of employability and labour market complexity is largely caused by the intricacy of language and cultural barriers, job mobility and labour outsourcing, the growing need for technological integration into the teaching



and learning experiences in response to the impact of globalisation and internationalization. Globalisation facilitating rapid flow of ideas, technology, knowledge and mobility of people loss cumbersome changes what and *how* we teach and the way students learn.

The empirical viewpoint is justified by Udo (2015) proposition that the conception of knowledge, learning process of formal education must reflect the changing demands of the larger society. Innovative curriculum is not just urgent but a necessity to help business education in Nigerian universities prepare graduates who can cope with the complexity of global economic opportunities and constant changing conditions of the workplace. Kao and Mao (2011) emphasized the need to develop customizable curricula by business schools to assist students in identifying and learning critical skills, knowledge and attitudes to compete in their targeted global markets. Business education is an essential aspect of vocational education popularly recognized for promoting the understanding of business environment, economic literacy and ability to be successful in variety of careers must embrace global trends to remain relevant. Curriculum modernization is crucial if the business education objectives of producing graduates who can participate in global economy, function in, domestic and international business environment, develop information technology skills and integrate business concepts and skills with relevant academic knowledge must be attained.

New mission, objectives and content must constantly be infused into the academic programmes offered by business education in higher education institutions for knowledge development, formation of practically oriented skills and competencies to meet challenges of globalization. Green & Baer (2010) globalization is adopted by many universities to produce globally competent graduates with rich inter-cultural understanding. Such broad based curriculum connected with labour market demands for workplace enhancement skills supported with academic and technical expertise is a key occupational requirement employer's need from prospective job seekers. However, some global practices unearthed that could improve business education have apparently been affirmed by scholarly literature. Many studies supported the infusion of learner based outcome approach, competency based learning (CBL) and



real-world problem solving as an essential aspect of curriculum development (Linberg, 2013, Cedefop, 2013. Azimov et al, 2009 and Berkaliev et al, 2017). Young people which are mainly students must be well prepared for a changing society and the dynamic changes in labour market. It has been found that employers have strong preference for job seekers with problem-solving skills, teamwork, resilience, and entrepreneurialism. Competency and problem-based model sharpen the innovative and creativity, critical thinking ability of *students and* make them take responsibility in learning. Competence is therefore integrating relevant knowledge, skills and abilities with the process of learning to prepare students for career-centred employment.

Conclusion

Globalization is a key driver of change in business education and its resultant impacts has redefined the employability context of its curriculum. Business education must not be unfit in the face of globalized economy rather the skills, values, and competencies embedded in business education should adequately include workplace enhancement skills to meet new labour market expectations Nwabufor and Seyi (2018). Upgrading the operational curriculum by integrating international business culture is what is needed to make business education in Nigeria more relevant to employability and self-reliant. In this way, the curriculum responds actively to the intricacy of languages and cultural barriers, job mobility and outsourcing of workforce, technological challenges in teaching and learning. Students therefore have the opportunity for inter-cultural orientations; develop critical and analytical perspectives of global issues and opportunities, and development of entrepreneurial skills which involves effective use of ICT to function actively in domestic and international business environments. Such broad-based curriculum connected with learner based approach competence-based learning (CBL) and real-world problem solving expand students' capacity to develop teamwork skill, resilience and entrepreneurialism that meets labour market demands. Therefore, business educators must exploit beyond academic and technical curricula experiences by integrating the knowledge, skills, values, and competencies embedded in business education to multi-culture environments and labour market realities so as to sufficiently promote employability of business education graduates.



Recommendations

The following suggestions were advanced to channel the way forward thus: The current business education curriculum should be reassessed, reevaluated and redesigned to enhance students' employability statues in Nigeria.

Policy makers, non-governmental organizations and the academia especially in developing countries must be more concerned with how to strengthen creativity and innovative capacities of students in ways that are relevant to employability.

A challenging problem that requires business educators to be more concerned OECE with how students' learn, assume new and different roles in the ever changing world. ICT facilities should be made available for students to enhance their skills. Increasing academic, technical, employability knowledge and soft skills are critical occupational requirements if business education curriculum must improve students' entrepreneurial skills and personal worth.

Specifically, curriculum must have a value-goal oriented learning content that is capable of producing the desirable changes in behavior. Also globalization of business education curriculum should be encouraged.

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STRATEGIES FOR THE TEACHING OF INFORMATION TECHNOLOGY AND COMPUTER APPLICATION RELEVANT IN PREPAREDNESS FOR TODAY'S WORKFORCE

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Abstract

The study examined strategies for the teaching of information technology and computer application more relevant in preparedness for today's workforce. Three research questions guided the study and one null hypothesis was tested at 0.05 level of significance. Descriptive survey design was adopted for the study. The population of the study comprised 33 Office Technology Management Education lecturers in the four colleges of education in Delta State. The entire population was studied. Data for the study were collected by means of structured validated questionnaire. Test re-test was used for reliability test, which yielded coefficient value of 0.83. Mean and standard deviation were used to analyze the research questions while t-test was used to test the hypothesis. Findings revealed that allocation of 3 credit units to information technology and computer application improves content coverage and adequate Information Technology resources, can add relevance to its teaching at very high extent respectively. Hypothesis proved that there was no significant difference in the responses of the respondents on the extent allocation of 3 credit units to information technology and computer application is a strategy for adding relevance to its teaching. Based on the findings, recommendations made include the need for curriculum review that can properly position information technology and computer application as a core OTME course, with 3 credit units and adequate information technology resources should be made available in the right quality and quantity for effective teaching and skills acquisition in OTM E programme.

Keywords: *Strategies, Teaching, Information Technology/Computer Application, Preparedness, Workforce*



Introduction

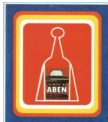
Teaching is as old as man, even during the ancient times of informal to the present classroom settings. The main focus is for the teacher who is the subject specialist to teach the subject matter contents to the learners in the best possible way that can bring about the desired change in their behaviours. According to NTI, 2012, teaching is an attempt to help people to acquire some skills, attitudes, knowledge, ideas and appreciation. It is a deliberate attempt to transfer ideas, knowledge, skills and attitudes from a more informed person, which is the teacher to a less informed, known as the student. Applying pedagogical strategies in teaching business education programme is to ensure that students are adequately prepared for relevant workplace through skills acquisition. In order to make teaching more organized, meaningful and impactful, colleges of education have been empowered by National Commission for Colleges of Education (NCCE) to produce quality graduates for the teaching profession, office occupation and skillful entrepreneurs. For this to come to bear, the students must be adequately taught and be able to demonstrate the skills effectively within the school and in the world of work. As noted by Amesi (2018), skill is like a key used in opening doors of fortune whereas lack of it is a major cause of unemployment and corruption. The benefits inherent in skills acquisition includes self-employment, diverse job prospects, employment generation, operative function and crime reduction.

College of education is one of the post-secondary educations, under the supervision of National commission for colleges of Education (NCCE). It is purely an educational institution to produce manpower for the teaching industry and other related occupations. Among its programmes, is Business Education with options in Accounting Education and Office Technology and Management Education (OTME). Business education is a generic name for all the educational processes involving the study of techniques, related sciences, acquisition of practical skills, attitudes and knowledge relating to occupations in the vocational sector of the economic and social life. This is why one of the objectives of business education is to equip graduates with the right skills that will enable them to engage in a life of work in the office as well as for self-employment (NCCE, 2012). Therefore, effective teaching of Information Technology and Computer Application, as an aspect of Information and Communication Technology (ICT) in Colleges of education is imperative to bridge the digital divide and properly position OTME graduates for any occupation in a computerized office.



Office Technology and Management Education Programme as outlined in National Commission for Colleges of Education (NCCE, 2012) is designed to equip the students with relevant knowledge, skills and competencies needed to function as office workers, teachers and entrepreneurs. OTME students at their final year focus on courses that will make them master their area of specialization. The curriculum and course specification clearly points to the lecturers the course contents, contact hours and activities to engage in delivering the lecture which is highly practice oriented. Also, students are mandated to use the model office as a means of aiding their efficiency. Thus, OTME programme aims at providing the business world with highly skilled knowledgeable workers who will manage information efficiently, being equipped with a comprehensive range of skills including managerial, technological and communication skills (Adelaken in Garba, 2012). Moreover, secretarial functions globally, are undergoing a lot of technological changes. As a result, modern office equipment which gives the secretary the opportunity to increase her efficiency abound. Many office functions and secretarial duties which were previously done manually have been mechanized. Thus, the diversities of these office technologies require OTME students to possess new skills that will make them relevant in the world of work upon graduation. On the contrary, Nwaiwu, Dikeocha, Onwuagboke and Ikwugbado (2016) lamented that many colleges of education running business education programme do not have model offices, no internet facilities, no adequate computers and that available ones were treated like sacred cows. They posited that in some institutions, students are restricted from operating the available computers without close supervision so as to avoid spoilage as they are few and expensive to procure. This is in line with the reports of Iweh and Ufor (2012) which declared that business education departments in colleges of education and universities do not have adequate computer studios as a result, these institutions continue to use the traditional method of teaching. Therefore, to effectively teach computer related courses; computers, word processors, printers and applications software among others must be available; otherwise the students would not be able to acquire the necessary skills required in the world of work.

The essence of business education (which OTME is a part) is to turn out graduates who will become entrepreneurs tomorrow, especially in Nigeria today where the white collar jobs are hard to find (Nwaiwu, 2009). The business teacher in the 21st century must be very conversant with information technology and computer application in order to impart requisite knowledge and skills to the younger generation for economic sustenance



Information Technology and Computer Application, with course code BES 328, is an ICT course being offered by final year Office Technology and Management education students in colleges of education. Its components are word processing using Microsoft word, the word star, data processing with Lotus/Excel (spreadsheet) application, desktop publishing, electronics data application systems dealing with batch processing, on-line processing and real-time processing systems, record keeping systems, decision-making systems and problem solving systems. Also included is electronic communication systems covering electronic mail system, internet, Local Area Network (LAN); Global System for Mobile Communication (GSM) and Computer Assisted Learning. A critical look at the contents of this Course, considering the digital age we are in, and being a core course which OTME students ought to master as they are about graduating from the school system to the world of work; one wonders why such important course should be treated so shabbily, by allocating to it just one (1) credit unit. The contact hours assigned for its teaching and contents coverage could as well be adversely affected. Whereas, shorthand which had little or no relevance in this information age, had 2 credit units. According to Parkinson in Onwuachu and Agim (2018), the art of shorthand is dying. The authors equally stated the reports of Vocational City and Guide over the continuous decrease in number of people taking shorthand course for the past 10 years. In the same vein, Robert (2011) presented list of obsolete skills, which are no longer useful to mankind in this digital age, among which shorthand was ranked the 4th. Little wonder Onwuachu and Agim (2018) submitted that the art of shorthand does not just have one foot already in the grave, but the other planted firmly on a banana peel. This study concurs that shorthand is already appealing for mass burial for it to rest in pieces. Even biblical injunction clearly stated that one cannot put a new wine in an old bottle.

There is need to examine how effective is the teaching of information technology and computer application in colleges of education in Delta State with a view of producing vibrant ICT compliant OTME graduates. Effective teaching depends on a number of factors, such as knowledge, ability and personality of the teacher, equipment, facilities and material resources available for teaching, class management, contact hours for teaching theory and practice, credit unit(s) assigned to such course and so on. This is because the amount of contact hour(s) assigned to a particular course depends largely on if it is a core course, its credit unit as well as course contents to be covered. This is why a course of one credit unit cannot be given equal contact hours and contents coverage as that of three credit units course.



With one credit unit assigned to information technology and computer application, irrespective of the fact that it is a core course, which its skills are very much required by OTME graduates for success in employment and progress in this career path. The study envisages lack of in-depth teaching and contents coverage of information technology and computer application. Also, worrisome are these pertinent questions: These final year OTME students that are taught information technology and computer application; are they knowledgeable and skillfully equipped to work in the 21st century modern offices? Do they possess the right skills and abilities to teach the relevant course contents of this course to the younger generations on graduation? Can they successfully utilize these knowledge and skills maximally to their own benefits in entrepreneurial businesses?

Research Questions

The following research questions guided the study:

To what extent will the allocation of 3 credit units to information technology and computer application serve as a strategy for making its teaching relevant?

To what extent will increment in contact hours assigned for theory and practice of information technology and computer application serve as a strategy for making its teaching relevant?

To what extent will adequate information technology resources act as strategies for making the teaching of information technology and computer application relevant?

Null Hypothesis

There is no significant difference between the mean ratings of male and female OTME lecturers on the extent allocation of 3 credit units to information technology and computer application can serve as a strategy for making its teaching relevant in colleges of education in Delta State.

Method

Descriptive survey design was adopted for the study. The population for the study comprised 33 OTME lecturers in the four colleges of education in Delta State, namely: Federal College of Education (Technical) Asaba (16), College of Education Agbor (10), College of Education Warri (03) and Delta State College of Education, Mosogar (04). There was no sampling as the population size was manageable. A



structured validated questionnaire was the instrument used for data collection. The instrument has a 5-point rating scale of Very High Extent (VHE)5, High Extent (HE)4, Moderate Extent (ME)3, Low Extent (LE)2 and Very Low Extent (VLE)1. A reliability index of 0.83 was obtained using Cronbach Alpha Method. Mean and standard deviation were used to analyze the research questions while t-test was used to test the null hypothesis at 0.05 level of significance. Any response of 3.00 and above was acceptable and below 3.00 was rejected. For the hypothesis, t-calculated value greater than the critical t-value was rejected, otherwise hypothesis of no significant difference was accepted.

Results

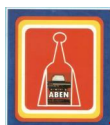
Research Question 1

To what extent will the allocation of 3 credits unit to information technology and computer application serve as a strategy for making its teaching relevant?

Table 1: Respondents mean ratings on extent allocation of 3 credit units to information technology and computer application for contents coverage can add relevance to its teaching

S/N	Item Statement	X	SD	Remark
3.	Allocating 3 credit units to information technology and computer application will position it as a core OTME course	4.73	0.57	VHE
	Teaching of information technology and computer application with 3 credit units would add more relevance than when it is just 1 credit unit.	4.67	0.48	VHE
	With 3 credit units, contact hours for teaching would increase for contents coverage	4.45	0.71	HE
	Allocating 3 credit units to information technology and computer application, creates room for in-depth teaching	4.45	0.75	HE
	With 3 credit units, disintegration of components of information technology and computer application for detailed teaching of Peculiar skills, adds relevance	4.42	0.71	HE
Grand Mean/SD		4.54	0.64	VHE

Data in Table 1 shows that the five question items had mean scores ranged between 4.42 and 4.73 with a grand mean of 4.54 and standard deviation of 0.64. Therefore, the grand mean of 4.54 indicates very high extent allocation of 3 credit units to Information Technology and Computer Application for contents coverage could add relevance to its teaching. The standard deviation of 0.64 shows homogeneity in the respondents ratings.



Research Question 2

To what extent will increment in contact hours allocated for practical aspect of information technology and computer application, serve as a strategy for making its teaching relevant?

Table 2: Respondents mean ratings on extent increment of contact hours for practical aspect of information technology and computer application can make its teaching relevant

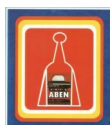
S/N	Item Statement	X	SD	Remark
	Contact hours allocate to information technology and computer application makes its practical aspect more impactful	4.52	0.67	VHE
	Constant practice by students add relevance to teaching information technology and computer application based on the periods allotted to it	4.45	0.62	HE
	Periods allocated to information technology and computer application guarantee students skills' acquisition through adequate practice	4.82	0.39	VHE
	More contact hours for information technology and computer application, more opportunities for theory and practice, and teaching becomes relevant	4.91	0.29	VHE
	Three hours (1 hour theory/2 hours practice) of three contacts per week for teaching information technology and computer application enhances skills acquisition	4.42	0.79	HE
	Grand Mean/SD	4.62	0.55	VHE

Table 2 reveals that the mean ratings of the items ranged from 4.42 to 4.91 with a grand mean of 4.62 and standard deviation of 0.55. The grand mean of 4.62 shows that increase of contact hours for theory and practice of information technology and computer application can make its teaching relevant at very high extent. More so, the standard deviation of 0.55 is an indication that the respondents are not wide apart in their ratings.

Research Question 3

To what extent will adequate information technology resources act as strategies for making the teaching of information technology and computer application relevant?

Table 3: Respondents mean ratings on extent adequate information technology resources can act as strategies for making the teaching of information technology and computer application relevant



S/N	Item Statement	X	SD	Remark
	Adequate computers for students to practice after being taught theoretical aspect of information technology and computer application, adds relevance to teaching	4.82	0.39	VHE
	Computer application programmes such as Microsoft Word, Excel spreadsheet, installed for teaching students, makes teaching relevant	4.58	0.61	VHE
	Networked printers installed in all the systems for students to learn how to print hard copies, adds relevance to teaching information technology and computer application	4.45	0.83	HE
	Uninterruptible power supply during theory and practice of information technology and computer application makes teaching more relevant	4.88	0.33	VHE
15.	Availability of printing ink and stationeries add relevance to teaching of information technology and computer application	4.36	0.74	HE
Grand Mean/SD		4.62	0.58	VHE

Table 3 reveals that the mean responses of the respondents ranged from 4.36 to 4.88 with a grand mean of 4.62 and standard deviation of 0.58. Therefore, the grand mean of 4.62 indicates very high extent adequate information technology resources can act as strategies for making the teaching of information technology and computer application relevant. Moreover, the standard deviations for all the items are within the same range, showing homogeneity in the ratings of the respondents.

Null Hypothesis

There is no significant difference between the mean ratings of male and female OTME lecturers on the extent at which assignment of 3 credit units to information technology and computer application can serve as a strategy for making its teaching relevant in colleges of education in Delta State.

Table 4: Summary of t-test analysis of the mean responses of male and female OTME lecturers on the extent allocation of 3 credit units to information technology and computer application can serve as a strategy for making its teaching relevant

OTME Lecturers	N	X	SD	Df	t-Cal	t-Tab	Level of Sig.	Remark
Male	09	4.69	0.55	31	0.88	1.98	0.05	NS
Female	24	4.49	0.66					

Table 4 shows that there is no significant difference between the mean responses of male and female OTME lecturers on the extent allocation of 3 credit units to



information technology and computer application can serve as a strategy for making its teaching more relevant in colleges of education in Delta State. The calculated value of 0.88 is less than the table value of 1.98 at 0.05 level of significance. Therefore, the null hypothesis is accepted.

Discussion of Findings

The study found that allocation of 3 credit units to information technology and computer application for contents coverage can add relevance to its teaching. This is because information technology and computer application is a core course and its mastery for effective job performance in this digital age, is very necessary for Office Technology and Management Education Students (OTME) on graduation. In-dept teaching of the course for contents coverage, to a large extent, depends on the credit load allocated to it. With 3 credit units, contact hours for teaching would increase, making room for in-dept teaching and contents coverage of information technology and computer application. This will provide the needed platform for the production of knowledgeable and skilled OTME students fit for any computerized job on graduation. Oyedele (2011) lamented that Nigerian youths are being educated more in accordance with yesterdays' world rather than in preparation for tomorrow's living. This assertion is very correct. Even though most organizations are now computerized with modern sophisticated equipment and machineries, yet OTME final year students are being taught computer appreciation, which is very elementary aspect of the course.

Findings equally reviewed that no significant different exists between the mean responses of male and female OTME lecturers on the extent allocation of 3 credit units to information technology and computer application could serve as a strategy for making its teaching relevant. This is in agreement with Okereke, Onokpaunu and Ikonmwan (2018).

Similarly, the study also revealed that increment in contact hours assigned for theory and practice of information technology and computer application is an effective strategy for making its teaching relevant. This anchors on the fact that information technology and computer application is a skilled course and requires more contact hours for effective practice after theory. As stipulated in NCCE Minimum Standard (2012), in teaching information technology and computer application, that every one hour theory lecture should be followed by two hours of practice. When this is done,



there will be enough time for the lecturer to teach and the students to demonstrate on what had been taught, thereby enhancing their skills. According to Moses (2011), lecturers are duty bound to help students acquire and develop needed skills and attitudes for employability by aligning theory with practice. Improvement on computer application skills could be possible, with adequate contact hours allocated to practical aspect of information technology and computer application. It is an established fact that practice makes perfect.

Finally, the study identified adequate information technology resources, effective strategies for making the teaching of information technology and computer application relevant. Adequate information technology resources such as computers, printers, office application programmes, uninterruptable power supply amongst others, must be provided for meaningful teaching and acquisition of relevant skills. Computer and its peripherals are gradually taking the place of manual typewriter. Therefore, information technology resources and facilities, if put in place, will enable the teaching of information technology and computer application to remain relevant and position OTME students to survive the current challenges of information age. Facility availability enhances OTME students' acquisition of knowledge and technological skills required in one or more areas of business occupations, thus providing enough practical experience. Also, the success or failure of any classroom interaction depends to a large extent on the availability and functionality of instructional equipment and facilities, the teacher and the curriculum (Bongotons and Onyenwe, 2010).

Conclusion

Information technology and computer application is a very important course that could equip the graduates of Office Technology and Management Education (OTME) with adequate knowledge and skills needed for success in paid or self-employed jobs in this digital age. To further enhance the teaching of this course, allocation of 3 credit units, increase in contact hours for practical aspect and adequate information technology resources are considered effective strategies.

Recommendations

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

There is need for curriculum review that can properly position information technology and computer application as a core OTME course, with 3 credit units.



Teaching periods allotted to information technology and computer application should be increased to at least 3 hours of 3 periods per week, with emphasis on 2 hours practical for skills acquisition.

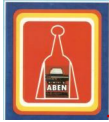
Adequate functional computers, information technologies software, printers, constant power supply and other peripherals should be available in the right quality and quantity.

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A COMPARATIVE ANALYSIS OF ASSOCIATION OF BUSINESS EDUCATORS OF NIGERIA (ABEN) AND NATIONAL UNIVERSITIES COMMISSION (NUC) UNDERGRADUATE BENCHMARKS

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Abstract

This study compared ABEN BMAS with the 2018 NUC BMAS for undergraduate Business Education programme. The researchers adopted Bereday (1964) model of comparative education review. To achieve this, a research question was posed. The comparative elements in this study were the core business courses, course codes and course titles. It was discovered that ABEN BMAS contains more business education courses than NUC BMAS. It was also discovered that ABEN BMAS favoured the use of BED codes for business education courses while NUC BMAS favoured the use of EBE for courses that are related to specialized business courses such as accounting, economics and marketing. It was also discovered that ABEN BMAS contains courses that have become issues of controversies amongst Business educators as well as favoured specialization in Business education programme which the NUC BMAS ignored both. Based on the findings, it was recommended among other things that: Association of Business Educators of Nigeria should not only distribute its BMAS among its members but advocate for its utilization by both National Universities Commission and Nigerian Universities when reviewing their Business Education curriculum. It was also recommended that ABEN should always collaborate with NUC on issues of BMAS review and other aspects of the programme for purpose of uniformity amongst various Nigerian universities offering the programme.

Keywords: Benchmark, business education, undergraduates, ABEN, NUC

Introduction

Education remains an instrument per excellence in the development of the nation and her citizens towards self-reliance (Federal Republic of Nigeria, 2013). Recognising the importance of education, nations across the world, Nigeria inclusive, have been investing huge resources in their educational sector. This is to ensure that all citizens



are educated in order to empower them for self-actualization and to reduce their over-dependence on others as noted by Usoro (2016).

Education in Nigerian is structured into pre-primary, primary, secondary and tertiary education levels. Each level is designed to contribute to the all-round development of the individual citizens in order to make them useful contributors to themselves and national development. The tertiary education goals for instance is summarised as the development of relevant manpower with the requisite knowledge, skills and other competences for self-reliance and meaningful contributions to national development (Esene & Ovbiagile, 2014). Consequently, to achieve the goals of tertiary education especially at the Federal level, relevant supervisory agencies such as: National Universities Commission (NUC), National Board for Technical Education (NBTE), and National Commission for Colleges of Education (NCCE) were established to oversee the development and management of tertiary institutions such as: Universities, Polytechnics; Colleges of Technologies and Colleges of Education respectively (Abdullkarim & Akpan, 2017). It is worth noting that among the specific responsibilities of these agencies is ensuring quality tertiary institutions' academic programmes through the establishment of Benchmark Minimum Academic Standard (BMAS) for all academic programmes offered at this level (Okebukola, 2010). However, these agencies do not establish BMAS collaboratively or collectively; each focuses on the Benchmark Minimum Academic Standard for the institutions under her supervision. The NUC for instance focuses on establishing BMAS for university education in Nigeria, the NBTE focuses on polytechnic education while the NCCE focuses on colleges of education.

Benchmark Minimum Academic Standard (BMAS) according to Okebukola (2010) sets the minimum curriculum content for every academic programme that must be passed regardless of institution by student before graduation. According to NUC (2018), undergraduate BMAS lays down the minimum academic standard for all programmes offered by the Nigerian universities, Business Education inclusive. However, it is worth noting that the NUC undergraduate BMAS for Business education programme is classified under integrated subjects BMAS for Education programmes. The grouping of Business education under integrated subjects in faculty of education is based on the fact that the programme is designed to equip recipients with knowledge, skills and experiences related to a wide range of business areas such as: marketing, accounting, management, office technology and commerce for the purpose of effecting teaching of business subjects or for self-



reliance. It is for this reason that Abdulkarim (2010) described the Business education curriculum as a broad field curriculum with content drawn from the different aspects of business courses such as: accounting, secretarial studies, economics, commerce, business law, management, marketing and others. Supporting this fact, Usoro (2016) defined Business Education as a programme in education that prepares the recipients for entry into and advancement in jobs within the educational sector and the business world using a broad-based curriculum that covers major business areas such as: marketing, business management, secretarial studies, and accounting.

Recognizing the scope of knowledge, skills and experiences needed by graduates of Business Education programme, the NUC BMAS for undergraduate Business Education grouped the required courses for graduation into: core/compulsory courses, required courses, elective courses, optional and prerequisite courses. NUC (2018) gave the following definition for each of the concepts: core/compulsory courses as those a student must compulsorily take and pass before graduation; required courses as those a student must take at the level of study and pass; elective courses as those a student must take within or outside the faculty but can graduate without passing them; optional as those courses a students may take at interest and count as part of requirement for graduation; and prerequisite as those a student must take and pass before taking a particular course. Hence, in this study attention was given to only core/compulsory courses, required courses and elective courses required of business education students. Therefore, within the context of this paper, the courses that fall within the focus area of the study are referred to as core business courses. This means that core business courses within the context of this paper are all core/compulsory courses, required courses and elective courses relating to the business world which Business Education students are required to take before graduation.

The choice and integration of these courses as core business courses is informed by the fact that they constitute the BMAS for undergraduate Business education programme aimed at making the recipients fit-for-purpose in the business world. It is for this reason that NUC collaborates with qualified Business educators in establishing business courses to be integrated into the Business Education undergraduate BMAS as core business courses in order to achieve the following objectives of the programme outlined by NUC (2018):



To assist the education sector by producing a committed and efficient breed of business education teachers for the junior and senior sections of the Nigerian Secondary Schools.

To produce the manpower endowed with analytical and critical knowledge of the major factors in contemporary business world to influence the development of a virile economy.

To provide a course of instruction and all necessary facilities and exposure for the pursuit and acquisition of learning and knowledge for services to humanity.

To provide adequate educational foundation for interested graduates to pursue higher degree in business education or other relevant areas in education.

The achievement of objectives (i) & (ii) outlined in the undergraduates BMAS for Business education programme has come under criticism in recent years. This is based on the fact that many employers of business teachers at the secondary school level prefer to employ those with specialized business courses certification such as: B.Sc. accounting, B.Sc. marketing, B.Sc. office and information management and so on. The preference for these calibres of graduates is notwithstanding the fact that their degree certificates were not meant for the education sector based on Federal Government of Nigeria's (2011) statement of their major objectives which are to:

provide basic knowledge and skills needed for the understanding and analysis of problems related to the management and administration of industrial, commercial, public and other human organizations;
equip students with knowledge and skills of decision making; especially the analytical skills needed for recognizing, defining and solving problems; and
develop in students, leadership and interpersonal relations skills in management.

In addition, the undergraduate curriculum for Business Education is being criticized for not producing “manpower endowed with analytical and critical knowledge of the major factors in contemporary business world to influence the development of a virile economy” as enumerated in NUC BMAS objective (ii). For instance, Umoru (2013) noted that the Association of Business Educators of Nigeria (ABEN) has through her members discovered disparities and inconsistencies in the



undergraduate Business Education programme curriculum in Nigerian universities. Agboola (2014) also noted that one of the challenges of Business education in today's Nigeria has to do with the static, dysfunctional, antiquated and irrelevant curriculum content in relation to the realities of the 21st century business world. Ajisafe, Bolarinwa and Edeh (2015) asserted that there exist inadequacies in Business Education curriculum at the undergraduate level due to absence of highly needed courses which are taught at the junior and senior secondary school level. The authors further noted that this inadequacy will only lead to the production of half-baked graduates. Pac and Abdulkarim (2015) also noted the lack of adequate analytical and entrepreneurial knowledge and skills amongst Business education graduates due to the inadequacies in the operational Business Education curriculum in tertiary institutions.

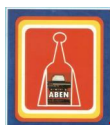
In order to address the inadequacies and inconsistencies noted as far back as 2013 in undergraduates Business Education curriculum in Nigerian universities, the professional Association of Business educators of Nigeria ABEN put together a committee of members drawn from across universities in Nigeria to come up with an acceptable BMAS for undergraduate Business education programme in Nigerian universities. The committee came up with ABEN BMAS in the year 2013 which was shared to all members in 2014. This BMAS was meant to provide the required basics for the development of undergraduate Business education curriculum and nothing less. However, whether or not the Association's BMAS is similar or differs from the NUC BMAS is what has not been determined. In addition, if the effort put in by ABEN is not to be a wasted one, there is need to determine whether Nigerian universities' curriculum for Business education undergraduate programme complied with ABEN BMAS.

Notwithstanding the content of NUC BMAS and ABEN BMAS for undergraduate Business Education programme in Nigerian universities, it is worth emphasizing that BMAS is not deemed sufficient for graduation of students from the universities but considered as the minimum standard. It is for this reason that Okebukola (2010) opined that each university is expected to add to this minimum in order to enrich its content. Auta (2011) also noted that NUC recognizes the autonomy of individual Universities with regards to improving the BMAS, but the BMAS seeks to ensure that minimum requirements for graduation are set and met. Hence, it is expected that each university offering Business education programme will take into consideration



the undergraduate BMAS content for Business education when formulating her curriculum for Business education undergraduate programme. This means that the Business education curriculum for the undergraduate level will not be uniform across all universities in Nigeria. Thus, the content of every University's business education undergraduate curriculum needs to surpass what is deemed as the minimum standard. Consequently, it can be expected that a well-rounded business education graduate who is equipped with knowledge, skills and competencies to earn a living as an entrepreneur or paid employee (Okoro, 2013) will not be a mirage.

Many researchers have conducted studies to examine different aspects of undergraduates Business education curriculum. For instance, Ohiwerei and Azih (2010) conducted a study on comparative programmes of business education in Nigerian universities. The findings of the study revealed Ambrose Alli University business education is housed in the department of Vocational and Technical Education with two options namely Accounting Education and Secretarial Education while it runs a specialized system right from 100 to 400 levels. On the other hand, the Delta State University runs a 100 to 200 levels broad based system with specialization done in 300 and 400 levels. It was also observed that the business education is a unit of its own; housing accounting option, secretarial option, management option, but unfortunately computer education options is not functional. Okoro (2013) conducted a study to assess the ideal qualities of business education curriculum for successful graduates' employment. The findings show that quality university business education curriculum should be comprehensive, varied in nature, provide an understanding of business world, ability to acquire relevant knowledge and skills, correlation of subjects, individualized instruction, constant review and provision for entry into jobs among others for graduates' employment. Umukoro (2014) conducted a comparative study of business education and office technology management (OTM) curriculum content using masters of Business education degree as a case study to see where they converged and diverged. The findings show that OTM curriculum content was changed to purely information and communication technology and management, while the Business education curriculum content for both first and second degrees centre more on education courses. From the available literature, it is evidence to the present researchers that no work has been carried out to compare the ABEN BMAS (2013) with any of the existing NUC BMAS since 2013, hence the present study aims to fill this gap in literature by comparing ABEN BMAS



and the 2018 reviewed NUC BMAS in order to determine whether the professional body in any way influence the content of NUC reviewed BMAS for undergraduate Business Education programme in Nigeria universities.

Research Question

The following research question was posed for the study:

What are the differences between ABEN BMAS and NUC BMAS?

Method

This study basically adopted comparative design using Bereday (1964) model of comparative review. The model is made up of four distinct steps of: description, interpretation, juxtaposition and comparison. Kermanshahi, Memarian, Hoseni, Zam-zam, andNezamli (2011) noted that comparison of existing curriculum helps to identify areas of strength and weakness and provide suggestions for improvements. The comparative elements in this study are number of core business courses, course codes and course title. Hence, in this study ABEN BMAS is used as the basis for comparison with NUC BMAS. This study utilized secondary data extracted from the Business Education BMAS of ABEN NUC respectively.

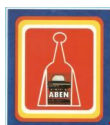
Comparative Analysis

Research Question

What are the differences between ABEN BMAS and NUC BMAS?

Table 1: *Differences between ABEN BMAS and NUC BMAS*

ABEN BMAS for Business Education (2013)	NUC BMAS for Business Education (2018)
First Year	First Year
Core Business Courses:	Core Business Courses:
VTE: Intro. to Voc. Education	VTE 111: Intro. to Voc. Education
BED: Foundations of Business	BED 111: Foundations of Business education
BED: Shorthand 1	ECN 111: Principles of Economics
BED: Keyboard 1	ACC 111: Elements of Accounting I
BED: Introduction to Accounting	EBE 112: office administration & management
BED: Introduction to computer	EBE 113: Business mathematics I
ECO: Principles of Economics	EBE 114: Word processing
BED: Principles of Business Education	MKT 111: Principles of marketing
BED: Shorthand II	
BED: Office Practice	
BED: Principles of Accounting	
BED: Introduction to word processing	
BED: Introduction to Store Keeping management	
ECO: Principles of Economics II	



Second Year Core Business Courses:	Second Year Core Business Courses:
BED: Introduction to insurance	ECN 211: Micro Economics Theory I
BED: Intermediate shorthand I	ACC 211: Introduction to
BED: Financial accounting	Financial Accounting
BED: Word processing	EBE 211: Principle of Business Finance
BED: Business mathematics I	EBE 212: Business Statistics
BED: Computer application I	EBE 213: Economics of Production
BED: Principles of marketing	ACC 212: Elements of Accounting II
BED: Introduction to e-Business	EBE 214: Organizational Behaviour
BED: Intermediate shorthand II	EBE 215: Office Information Technology
BED: Introduction to office technology	EBE 216: Business Methods II
BED: Business communication	
BED: Legal aspects of business	
BED: Business mathematics II	
BED: Computer applications II	
Third Year Core Business Courses:	Third Year Core Business Courses:
Accounting Education Option	EBE 311 - Fundamentals of data processing
BED: Cost and management accounting I	ECN 311 – Micro economics II
BED: Advanced financial accounting I	EBE 312 - Small scale business Management
BED: Money and banking	ACC 311 - Introduction to accounting
BED: Business statistics	EBE 321 - Information management system
BED: Cost and management accounting II	ACC 312 - Managerial accounting
BED: Operations research	EBE 322 - human relations
BED: Management information system	EBE 321 - Nigerian marketing system and -
BED: Corporate accounting	commercial policy
Office Technology Education Option	ACC313: Fundamentals of accounting
BED: Advanced word processing I	MKT 311: Nigerian marketing system
BED: Applications of office technology	
BED: Office information systems	
BED: Speed development I	
BED: Advanced word processing II	
BED: Electronic office records management	
BED: Office information systems II	
BED: Speed development II	
Marketing Education Option	
BED: Product management	
BED: Production management	
BED: Management information systems	
BED: Business statistics	
BED: Retail and wholesale management	
BED: Marketing research	



Fourth Year Core Business Courses:	Fourth Year Core Business Courses:
BED: Teaching practice II	BUD 411: Business Law I
BED: Contemporary issues in Business Education	EBE 420: Human Resource Management
BED: ICT Application in Business Education	ACC 411: Taxation
BED: Career guidance in Business Education	ACC 412: Auditing and Investigation
BED: Human resources Mgt. in Business Education	EBE 421: Business Organization
BED: SIWES	EBE 422: Vocational Guidance
Accounting Options:	EBE 425: Seminar in Business Education
BED: Auditing and investigation	ACC 413: Cost Accounting II
BED: Financial management	ACC 414: Spreadsheet Processing
BED: Taxation & tax management	EBE 426: Consumer education
BED: Public sector accounting	MKT 312: Principle of Advertisement
BED: Advanced financial accounting II	
Office Technology education option:	
BED: Applied word processing I	
BED: Administrative office management	
BED: Advanced professional business communication	
BED: Law & practice of meetings	
BED: Transcription	
BED: Applied word processing II	
BED: Web page development & administration	
BED: Case analysis & reports writing	
Marketing education option:	
BED: Promotional management	
BED: Marketing management strategies	
BED: Marketing research II	
BED: Consumer behaviour	
BED: International & comparative marketing management	
BED: Distribution & sales management	

Source: ABEN, BMAS (2013) & NUC, BMAS Education (2018)

A comparison of the content of ABEN BMAS with that of NUC BMAS as presented in table 1 shows that ABEN BMAS contains a total of 75 business courses required to be offered from year 1 through to year 4 with minimum requirements for graduation in three options in Business Education programme varying from 47 courses for Accounting option, 50 courses for Office Technology Education option, and 46



courses for Marketing education option students. On the other hand, NUC BMAS for undergraduate Business Education programme for year 1 through to final year contains only 35 business courses as minimum requirements for graduation.

From the table above, it can be observed that ABEN BMAS favours the use of course code “BED” for the entire business courses required to be offered by students. Furthermore, NUC BMAS favours the use of “EBE” for business courses domiciled in Business education department and uses codes such as “ACC, ECN and MKT” for courses to be serviced outside the department by lecturers in accounting, economics and marketing departments.

From the table, there were differences in the course titles from ABEN BMAS AND NUC BMAS. The comparison also showed that ABEN BMAS contains virtually all the course titles contained in the NUC BMAS with the exemption of few courses such as: fundamental of data processing, organizational behaviour and spreadsheet processing. Nevertheless, the ABEN BMAS which favours specialization in Business education provides richer contents than that of the NUC. However, some of the courses contained in the OTM option of the content of the ABEN BMAS have become subject to controversy in today's technologically driven business world. Hence, it is important for ABEN as a professional body to review her BMAS in line with the current realities in the business world, by expunging courses like shorthand and manual keyboarding.

Major Findings

Based on the comparison of the ABEN BMAS and NUC BMAS the following were the major findings:

ABEN BMAS though older than that of NUC is more comprehensive in content.

ABEN BMAS shows the belief of the members of the professional association in the need for options in Business education programme while the NUC BMAS does not.

NUC BMAS preferred EBE as code for courses with titles outside specialized business areas such as accounting, economics and marketing while ABEN BMAS preferred BED as code for all the business courses to be offered in business education irrespective of their title.



- Iv. The number of courses in ABEN BMAS is informed by the need to specialize recipients in accounting education, office technology education and/or marketing education which was not recognized by NUC BMAS.

Conclusion

Based on the findings of this study, it can be concluded that the differences in the BMAS of ABEN and NUC for undergraduate Business education in Nigerian universities point to poor collaboration between the professional body of Business educators in Nigeria and the supervisory body of universities from where the professional membership are drawn. Consequently, it can be concluded that NUC was not aware of the existence of ABEN BMAS due to asymmetry distribution of its copies to key NUC officials involved in minimum standard review, hence, the wisdom of using BED as code for all Business education courses was not known to the universities supervisory agency. Therefore, the divergent opinions on whether or not members of this professional body with certification in Business Education should handle core business courses in the BMAS despite acquiring post-graduate qualifications continues in many universities. It can also be concluded that issues like this informed the engagement of those with certification in specialized business courses such as B.Sc., M.Sc. and Ph.D. in Accounting, Marketing and Economics in the department of Business Education under the faculty of education and vocational education to implement undergraduates' business education curriculum. This is not healthy for members of ABEN who have painstakingly believed in Business Education programme and advance their studies therein. To save this programme from being viewed from the perspective of specialized business programmes like accounting, economics, marketing and office management technology, ABEN as a body needs to take some proactive measures.

Recommendations

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

Association of Business Educators of Nigeria should review its BMAS for undergraduates Business Education in order to expunge shorthand related courses which most stakeholders deemed are not necessary for today's Business educators and to make it fit for 21st century business world manpower development.



Association of Business Educators of Nigeria should not only distribute its BMAS among its members but advocate for its utilization by both Nigerian Universities Commission and Nigerian Universities when reviewing their Business Education curriculum.

Nigerian Universities Commission should utilize Business Educators from respective universities in drafting her BMAS for undergraduate Business education in order to address issues of divergent opinion between ABEN and the Commission.

Business Educators in various universities should endeavour to participate in BMAS review process by submitting their positions through their various universities to NUC during the review process.

ABEN should always collaborate with NUC on issues of BMAS review and other aspects of the programme for purpose of uniformity amongst various Nigerian universities offering the programme.

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ISSUES IN THE USE OF ICT IN BUSINESS EDUCATION IN TERTIARY INSTITUTIONS IN ANAMBRA STATE

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Abstract

The study focused on issues in the use of ICT in Business Education in tertiary institutions in Anambra State. Two research questions guided the study and two null hypotheses were tested. Theory of operant conditioning by B. F. Skinner was used for the study. A descriptive survey research design was adopted. The population of the study consisted of 96 business educators in tertiary institutions that offer business education programme in Anambra State. No sample was taken, as the population size was manageable. A 10-items structured questionnaire validated by three experts was used for the study. The reliability of the instrument was ascertained using test re-test method which 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 which obtained an overall reliability co-efficient value of 0.88. Data related to the research questions were analyzed using mean and standard deviation while t-test was used to test the null hypotheses at 0.05 level of significance. The findings of the study revealed that business educators rated educational effectiveness and cost effectiveness in the use of ICT in Business Education in tertiary institutions in Anambra State as factor affecting their use of ICTs for teaching. Findings also agree that there is no significance difference in the mean responses of business educators in universities and their counterparts in colleges of education on their educational effectiveness and cost effectiveness in the use of ICT in Business Education in tertiary institutions in Anambra State. It was concluded that business education programmes need effective use of ICT through implementation of ICT equipments and tools in teaching-learning process as a media and methodology. It was recommended, among others, that government and other major stakeholders should focus their attention and invest their resources on tertiary institutions so as to address issues in the use of ICTs in business education at the tertiary level. This will help in the production of competent business education graduates who can embrace the use of ICTs and compete globally in the world of work.

Key words: Issues, ICT, business education, tertiary institutions



Introduction

Rapid development in information and communication technology (ICT) in recent years has resulted in significant changes in the way the world operates and communicates. This in turn has serious impact on education and training needs, both in terms of content and delivery services. There has been also increasing pressure on decision makers to acquire new technologies. Simultaneously in the vein, different forms of ICT are multiplying with an increasing array of options for decision makers to choose from when integrating ICT into education and training.

In the phase of this current situation, policy makers in many countries of the world thought that to simply equip educational and training institutions with enough computers and trained teachers they would prepare learners for the demands of the 21st century. However, providing access to ICT only is not going to radically change education system for the better. A clear picture of what education should be seeking to achieve is the need for ICT to be utilized to full potential within educational system particularly in business education. In order to make successful use of ICT in enhancing the quality of teaching and learning, policy makers need to be aware of how ICT can be of best value in the country's education system particularly in business education programme. There is a high need for a supportive policy environment and framework at the national level for the integration of ICT into business education programme.

Business education is the foundation upon which students build an awareness of business and an understanding of business concept. Business education as a component of vocational and technical education programme prepares individuals for careers in business; and to be intelligent economic consumers of goods and services (Ugwoke, 2011). Business is the process by which individuals, organisations and societies interact to improve their economic wellbeing through the exchange of products, services and ideas. The ability to make individual decisions based on choice is essential to this process. Therefore, business education is one vital programme in Nigeria tertiary institutions that has the capacity to bring about the required liberation and stimulation of the citizens for global competition and national development. It is believed that for any nation to promote sustainable economic growth. Effort should be made to invest sufficient amount of financial resources on education particularly for effective teaching and learning. Consequently, business education programme to sustain its relevance in



providing the needs of individuals and that of the society, it must embrace current trends in modern technologies in the academic and economic demands of the society. Atakpa (2011) remarked that business education is an embodiment of vocational knowledge and skills needed for employment and advancement in a broad range of business careers.

In the same vein, other words, business education is education for business or training skills, is required in business offices, clerical occupation and business policy analysis. Okoye (2013) extensively defined business education as an educational programme that orientates students in the art of business making (marketing) typing and shorthand skills, (currently competing with computer appreciation and operation) service delivery, secretarial jobs, stenography, account clerking, office information system and management. Okoye elaborated that business education prepared students in two interrelated areas; Education for business and Education about business. Okoye further stated that education for business provides professional training in method of business making, techniques in business making, tactics to attract clients and make profit, scheming ideas for profitable venture, appropriate attitude and behaviour of a good businessman. While, education about business prepares individuals to know: how and when to buy goods for profitable outcome (in-season and out- season), where to obtain goods for better sales, where to situate business for continued existence, where to make best sales for (increased turnover rate), where to make sales for increase profit, tricks in season forecast for good business making and self-conviction indicator about risk making. Nwazor and Udegbumam (2016) contented that business education is an integral part of vocational education that is directed towards developing the learner to become productive in teaching, paid employment and self-employment through the effective use of ICTs.

Information and communication technologies in business education are designed to prepare students for a variety of careers in technical business offices. It is not easy to develop taxonomy of ICTs in business education because of their diversity and evolution in structures and functions. Information and communication technologies in teaching and learning of business education subjects according to Ezenwafor (2012) include using broadcast materials or CD-ROM for information collection and storage, using micro-computers with software applications to write or produce documents, skilful keyboarding, emailing and messaging, Internet browsing using

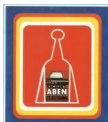


search engines, windows, messenger, yahoo, chat room, among others, using opaque projector, slide projector and multi-media projector, utilizing e-banking, economics, utilizing different computer software applications such as word processors, spreadsheets, power point, desktop publisher, graphics, among others.

Furthermore, Tinio (2012a) contended that effectiveness, cost, equity, and sustainability are four broad intertwined issues which must be addressed when considering the overall impact of the use of ICTs in business education. Thus, for the purpose of this study, it dealt with two out of the four mentioned such as educational effectiveness of ICTs and cost. The educational effectiveness of ICTs depends on how they are used and for what purpose. And like any other educational tool or mode of educational delivery, ICTs do not work for everyone, everywhere, and in the same way. Effective could be viewed in the following manner such as enhancing access-in higher education and adult training. There is some evidence that educational opportunities are being opened to individuals and groups who are constrained from attending traditional universities, and raising quality-the impact of educational radio and television broadcasts on the quality of basic education that remains an under-researched area, that these interventions are as effective as traditional classroom instruction (Hannafin, & Savenye, 2013). Perraton and Creed (2012) supported this view by stating that, of the many educational broadcast projects, the Interactive Radio Instruction has been the most comprehensively analyzed. Findings provide strong evidence of the projects effectiveness in raising the quality of education as demonstrated by increased scores on standardized tests as well as improved attendance.

In contrast, assessments of the use of computers, internet and related technologies for business education learning have been equivocal. Russell (2009) noted that there is no significant difference between the test scores of learners taking ICT-based business education learning courses and those receiving face-to-face instruction. Fouts (2012) however, claimed that such generalizations are inconclusive; pointing out that the large number of articles on ICT-based business education learning does not include original experimental research or case studies. Similarly, Merisotis and Ronald (2009) argued that dropout rates are much higher when instruction is delivered at a business education via ICTs.

The second is cost effectiveness on the purchase of ICTs resources. Broadly speaking, educational television broadcasts and computer-based and online learning



are more expensive than radio broadcasts (Blurton in Tinio, 2012a). Tinio further stated that there is disagreement, however, over whether television broadcasts are cheaper than computer-based and online learning. Tinio stated categorically that assessments of cost-effectiveness are difficult to make because of lack of data, differences in programmes, problems of generalization, and problems of quantification of educational outcomes and opportunity costs. Speaking specifically of computers and the Internet, Tinio argued that when considering whether ICT is cost-effective in educational settings, a definitive conclusion may not be possible for a variety of reasons. However, when considering the alternative of building more physical infrastructure, the cost savings to be realized from sharing resources, and the societal price of not providing access to ICT as a means of enabling teaching and learning appears to be an attractive and necessary alternative (Blurton in Tinio, 2012a).

Thus, a common mistake in estimating the cost of a particular ICT educational application is to focus too much on initial fixed costs: purchase of equipment, construction or retrofitting of physical facilities, initial materials production, and the like. But studies on the use of computers in classrooms, for example, show that installation of hardware and retrofitting of physical facilities account for only between 40% to 60% of the full cost of using the computers over their lifetime, or its *total cost of ownership* (<http://ctp.fcoe.kl2.ca.us/ctap/dhs3.4/tc02classpdf>). In fact, while at first glance it may seem that the initial purchase of hardware and software is the costliest part of the process.

The bulk of the total cost of ownership is spread out over time, with annual maintenance and support costs (known as variable or recurrent costs) constituting between 30% to 50% of the total cost of hardware and software. The cost of professional development, another variable cost, also accumulates over time. For computer-based approaches the total cost of ownership therefore includes: retrofitting of physical facilities, hardware and networking, software, upgrades and replacement (in about five years), professional development, connectivity, including Internet access and telephone time, maintenance and support, including utilities and supplies.

In order to determine cost efficiencies, fixed costs must be distinguished from variable costs, and the balance between the two understood. If the fixed costs of a technology project are high and its variable costs are low, then there will be cost



advantages to scaling up. This is the case with general educational radio and television broadcasting. Programmes such as Sesame Street and Discovery are more cost-efficient; the larger their audience, since the high cost of production is distributed over a larger viewer base while no staff expenditures are made for learner support.

The influencing factor on the use of ICT in Business Education in tertiary institutions could be type of institutions. Type of institutions in this research study refers to tertiary institutions that offer business education such as colleges of education and universities. Okoli pointed out that the types of institutions do not differ significantly in their mean ratings on the challenges facing business education for effective teaching of business education programme in tertiary institutions.

No doubt, the emergence of new technologies such as the computer, word processor, the internet, automated teller machines, reprographic machines, micrographic machines, accounting machines, modern telephonic systems including handset and multimedia, advanced calculators, video tape recorder, close circuit TV, among others, have not only revolutionized the office environment but have also brought changes in the ways people are doing things, (Utoware & Kren-Ikidi, 2013). The computer is one of the most visible of the new technologies. Much as new technologies are indispensable in business education programme delivery, the concept of curriculum review is of utmost importance.

Statement of the Problem

Research findings by Nwaiwu (2009) revealed that Business Education students perform poorly in ICT courses and most Business Education graduates are not competent in ICT skills. This can negatively affect entrepreneurial ventures since they lack ICT skills to run businesses successfully. Onojetah (2012) revealed debilitating factors such as inadequate funding of ICT by government and school authorities, poor maintenance culture of ICT facilities, use of obsolete computers and prior method of content delivery. Egboka (2012) also revealed that lecturers are not provided with ICT trainers to guide them in supervised practice until they are comfortable with using ICT on their own, lecturers are not provided with ICT educational resources that are directly related to the curriculum and assessment methods used to evaluate education outcomes and that the universities have not made their lecturers aware of the rationale for using ICT in their teaching. The problem of the study therefore, is that graduates are not skilled in ICT in teaching business education courses in tertiary institutions in Anambra State.



Research Questions

The following research questions guided the study:

What are the educational effectiveness in the use of ICT in Business Education in tertiary institutions in Anambra State.?

What are the cost effectiveness in the use of ICT in Business Education in tertiary institutions in Anambra State.?

Hypotheses

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

There is no significant difference in the mean responses of business educators in universities and those in colleges of education on their effectiveness in the use of ICT in Business Education in Anambra State.

There is no significant difference in the mean responses of business educators in universities and those in colleges of education on the cost effectiveness in their use of ICT in Business Education in Anambra State.

Theoretical Framework

Besides the theory of operant conditioning by B. F. Skinner (1938). Skinner operant conditioning theory stated that learning is a function of changes in behaviour as a result of an individual's response to events (stimuli) that occur in the environment. Skinner noted further that the control of the learning environment with reinforcing stimuli (ICT tools) to strengthen behaviour; there are other theories that justify the investigation into issues comforting the use of ICT among the business educators to achieve success in the teaching of business education courses in universities (Okoli, 2013).

First is the activity theory that describes an activity system. The use of tools in human activity is seen as 'mediated' higher functioning in interaction between a subject (an individual) and an object (a task), (Okoli, 2013). The tool with which a teacher interacts within the learning environment depends on the objectives in the activity system that shapes the interpretation, relevance and the meaning of the meditational tool. This presupposes that the concept of ICT use in the learning environment as a matter of cognition in its relevance; precisely referring to the ability of the user: the teacher and the learner alike to achieve effectiveness and the institutional activities necessary in its provision and support to the users to make it less problematic.

The issue of how to produce knowledgeable and skilled business graduates who can perform effectively in the use of ICT in the various business fields of the global

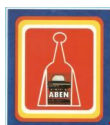


economy has motivated this study among business educators in universities in Anambra State. Theoretical use of ICT for teaching should be encouraged and students should be guided to discover things for themselves with the teacher acting as a mediator in learning. It is paramount that effort should be geared towards achieving maximum results by using up-to-date technologies in the use of ICT for teaching among business educators. The relation with this theory is that it deals with the use of ICT for teaching to encourage business educators in tertiary institutions in Anambra State.

Method

Descriptive survey design was adopted for the study. The researchers considered this design appropriate for this study since they intended to collect data from practicing business educators regarding the issues in the use of information communication technologies (ICTs) in business education in tertiary institutions in Anambra State. The population of this study comprised 96 business educators in tertiary institutions that offer business education in Anambra State. The instrument for data collection was a structured questionnaire titled Issues in the Use of Information Communication Technologies (ICTs) in Business Education in Tertiary Institutions (IUICTBETI).

The instrument was validated by three experts-two in business education and one in measurement and evaluation from Nnamdi Azikiwe University, Awka. Their criticism and comments improved the content validity of the instrument. 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 co-efficient value of 0.88 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 all the research questions. The administration of the instrument was carried out personally by the researchers with the help of two research assistants. Out of 98 copies of the questionnaire administered on the respondents, a total of 96 copies of the questionnaire were successfully retrieved and were used for data analysis. Data collected in relation to the research questions were analyzed using mean and standard deviation while the t-test was used to test the null hypotheses at 0.05 level of significance.



In order to determine the issues in the use of information communication technologies (ICTs) in business education in tertiary institutions in Anambra State, a decision rule was based on mean ratings between 3.50-4.00 were regarded as strongly agree, items with mean ratings of 2.50-3.49 were considered as agree. Furthermore, items with mean ratings of 1.50-2.49 and 1.50-1.49 were considered as disagree and strongly disagree respectively. In testing the null hypotheses, where the calculated p-value is less than the stipulated level of significance (0.05), it meant that there was a significant difference and the hypothesis was rejected. Conversely, where the calculated p-value is equal to or greater than the stipulated level of significance (0.05), it meant that there was no significant difference and the hypothesis was not rejected.

Results

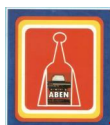
Research Question 1:

What are the educational effectiveness in the use of ICT in Business Education in tertiary institutions in Anambra State.?

Table 1: Business educators' mean responses on the educational effectiveness in the use of ICT in business education in tertiary institutions in Anambra State. N=96

S/N	Educational effectiveness in the use of ICTs in Business Education	$\bar{X}$	SD	Remarks
1.	Enhancing access-in higher education and adult training	2.51	0.49	Agree
	Facilitates quality use of multimedia facilities in business education	2.50	0.52	Agree
3.	Improve on traditional classroom instruction	2.71	0.34	Agree
4.	assessments of the use of computers, internet and related technologies for business education teaching	3.54	0.27	Strongly Agree
5.	increases ICT-based business education learning courses	2.62	0.44	Agree

Data in Table 1 show business educators' mean responses on the educational effectiveness in the use of ICT in Business Education in tertiary institutions in Anambra State. Item by item analysis revealed that out of five items, one item had the mean rating of 3.45 which was regarded as strongly agree while the remaining four items had the mean rating of 2.50, 2.50, 2.56 and 2.71 which are all regarded as agree. The mean scores showed that the educational effectiveness in the use of ICT in Business Education in tertiary institutions in Anambra State is an issue affecting the use of ICT in business education teaching as agreed by the respondents' ratings. The



standard deviations for all the items falls between 0.27 to 0.52 which indicates that they are within the same range and it shows that the respondents' mean ratings are not widely apart in their views.

Research Question 2

What are the cost effectiveness in the use of ICT in Business Education in tertiary institutions in Anambra State.?

Table 2: Business educators' mean responses on the cost effectiveness in the use of ICT in business education in tertiary institutions in Anambra State. N=96

S/N	Cost Effectiveness in the Use of ICTs in Business Education	0	SD	Remarks
1.	Difficult to make because of lack of data	2.61	0.43	Agree
	Considering the alternative of building more physical infrastructure	1.64	0.56	Disagree
3.	Cost savings to be realized from sharing resources	2.63	0.34	Agree
4.	Societal price of not providing access	3.74	0.27	Strongly Agree
	Dropout rates are much higher when instruction is delivered at a business education via ICTs	2.77	0.32	Agree

Data in Table 2 show business educators' mean responses on the cost effectiveness in their use of ICT in Business Education in tertiary institutions in Anambra State. Item by item analysis revealed that out of five items, only one item had the mean rating of 3.74 which was regarded as strongly agree, while three items had the mean rating of 2.61, 2.63 and 2.77 which are regarded as agree and the remaining one item with the mean rating of 1.64 was regarded as disagree. The mean score is showed that the cost effectiveness in the use of ICT in Business Education in tertiary institutions in Anambra State is an issue affecting the use of ICT in business education teaching as agreed by the respondents' ratings. The standard deviations for all the items falls between 0.27 to 0.56 which indicates that they are within the same range and it shows that the respondents' mean ratings are not widely apart in their views.

Testing the Hypotheses

Hypotheses 1

There is no significant difference in the mean responses of business educators in universities and those in colleges of education on their educational effectiveness in the use of ICT in Business Education in Anambra State.

Table 3: Summary of t-test analysis of business educators in universities and those in colleges of education on their educational effectiveness in the use of ICT in Business Education in Anambra State. N=96

Type of Institution	N	O	SD	α	Df	t-val	p-val	Remark
Universities	21	3.62	1.22	0.05	94	0.77	.37	Not Significant
Colleges of Education	75	3.80	1.38					

Source: Field Study, 2018.

Data in Table 3, indicate that the aggregate mean ratings of business educators in universities and those in colleges of education on their educational effectiveness in the use of ICT in Business Education is 3.62 and 3.80, while the corresponding standard deviation is 1.22 and 1.38. The Table indicated that the t-value is .77 at degree of freedom of 94, while the p-value is .37. Testing at alpha level of 0.05, the p-value is not significant, because the p-value is greater than the alpha value (0.05). Therefore, the null hypothesis is not rejected; hence, the mean responses of business educators in universities do not significantly differ from business educators in colleges of education on their educational effectiveness in the use of ICT in Business Education in tertiary institutions in Anambra State.

Hypotheses 2

There is no significant difference in the mean responses of business educators in universities and those in colleges of education on the cost effectiveness in their use of ICT in Business Education in Anambra State.

Table 4: Summary of t-test analysis of business educators in universities and those in colleges of education on the cost effectiveness in their use of ICT in Business Education in Anambra State N=96

Type of Institution	N	O	SD	α	Df	t-val	p-val	Remark
Universities	21	3.12	1.38	0.05	94	-.88	.50	Not Significant
Colleges of Education	75	3.08	1.22					

Source: Field Study, 2018.

Data in Table 3, indicate that the aggregate mean ratings of business educators in universities and those in colleges of education on the cost effectiveness in their use of ICT in Business Education is 3.12 and 3.08, while the corresponding standard deviation is 1.38 and 1.22. The Table indicated that the t-value is -.88 at degree of freedom of 94, while the p-value is .50. Testing at alpha level of 0.05, the p-value is



not significant, because the p-value is greater than the alpha value (0.05). Therefore, the null hypothesis is not rejected; hence, the mean responses of business educators in universities do not significantly differ from business educators in colleges of education on the cost effectiveness in their use of ICT in Business Education in tertiary institutions in Anambra State.

Discussion of Findings

Findings of the study in the first research question agreed that business educators rated educational effectiveness in the use of ICT in Business Education in tertiary institutions in Anambra State as a factor affecting the use of ICTs for teaching. This agreed with the views of Perraton and Creed (2012) who noted that the use of ICTs such as broadcast projects, the Interactive Radio Instruction has been the most comprehensively analyzed but it is in-effectively used for teaching by most teachers.

The result in Table 3 revealed that business educators in universities do not differ significantly from business educators in colleges of education on their educational effectiveness in the use of ICT in Business Education in tertiary institutions. This means that the institution type does not affect the educational effectiveness in the use of ICT in Business Education in tertiary institutions in Anambra State. This agreed with Russell (2009) who noted that there is no significant difference between the test scores of learners taking ICT-based business education learning courses and those receiving face-to-face instruction.

The findings of the study on the second research question also agreed that business educators rated the cost effectiveness in the use of ICT in Business Education in tertiary institutions in Anambra State as a factor affecting the use of ICTs in teaching. This is in line with the findings of Blurton in Tinio (2012a) who revealed that educational television broadcasts, computer-based and online learning are more expensive than traditional classroom so it affects the use of ICTs for teaching.

Results in Table 4, revealed that business educators in universities do not differ significantly from business educators in colleges of education on the cost effectiveness in their use of ICT in Business Education in tertiary institutions in Anambra State. This invariably implies that cost effectiveness in the use of ICT in Business Education in tertiary institutions affect their teaching with ICTs since it is too costly to purchase.



Conclusion

Based on the findings of the study, it was concluded that the use of ICT in business education is now seen as both a necessity and an opportunity. Issues of ICT in business education deal with the use of ICTs within educational technology. The main issues in use of ICTs in business education mean implementation of ICT equipments and tools in teaching-learning process as a media and methodology. The issues of ICT in business education is generally to familiarize students and teachers with the use and workings of computers and related technologies as well as the social, ethical, technological, costs effectiveness that affect the usage by business educators for teaching.

Recommendations

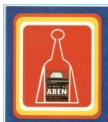
Based on the findings of the study, the researchers proffer the following recommendations:

Government and other major stakeholders should focus their attention and invest their resources on tertiary institutions so as to address issues in the use of ICTs in business education at the tertiary level. This will help in the production of competent business education graduates who can embrace the use of ICTs and compete globally in the world of work.

Government and other major stakeholders should endeavour to invest their resources in institutions of higher learning in order to help equip recipients with the requisite attributes for constructive method of teaching and learning. This will help as they upgrade the ICT facilities and equipment for studios, laboratories and workshops where the facilities are considered obsolete.

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INFLUENCE OF THE PERCEPTIVE BELIEFS OF BUSINESS EDUCATION TEACHERS ON THEIR ATTITUDES TOWARD APPLYING NEW TECHNOLOGIES IN THE CLASSROOM

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Abstract

The purpose of this study was to examine the influence of the perceptive beliefs of business education teachers on their attitudes toward applying new technologies in the classroom. The theoretical underpinning of the study was the technology acceptance model (TAM) of Davies 1989, which posits that perceived usefulness and perceived ease of use have significant influence on an individual's attitude towards accepting technology. Survey design was used to conduct the study on a sample of 212 business education teachers from 13 tertiary colleges in Northwestern Nigeria. The instrument of data collection was a structured questionnaire adopted by the researcher from previously validated studies. Data was analyzed using SPSS 21 for descriptive statistics and AMOS 21 for structural equation modeling. The test of the hypotheses revealed that business education teachers' perception of the usefulness of technology has significant influence on their attitudes towards teaching with new technologies. However, contrary to extant literature, the study revealed that teacher's perception of the ease of use of technology does not have significant influence on their attitudes towards teaching with new technologies. The study concludes that although teachers have positive attitudes towards using new technologies and they are willing to use the technologies very well, their perceptions of their abilities for using the technologies is low and they think that new technologies are not easy for them to use. In this regard the study recommends that governing authorities of Nigerian tertiary institutions should reinforce efforts towards training and supporting teachers on the use of new technologies in the classroom.

Keywords: *attitudes towards technology, business education teachers; new technologies, perceived ease of use, perceived usefulness.*

Introduction

Over the past several decades researchers in education have been keenly interested in studying ICT usage behaviour among individuals in order to find solutions to issues



related to lack of appropriate adoption and uptake of new technologies in education (Teo, 2015). Whereas there are streams of educational advantages in new technologies that can be utilized by teachers and students in Business Education, such as ICT inclined online education programmes that facilitate formal and informal self-directed, lifelong learning, studies have shown that most teachers in colleges and universities in Nigeria have not been able to implement effective ICT inclined teaching in their classrooms (Ololube, Ubogu, & Egbezor, 2007; Isiyaku, Ayub & Kadir, 2015; Isiyaku, 2019). Basically, for optimal teaching and learning experience in education, teachers must shift from the traditional forms of teaching and learning and implement new technologies in the way they design, teach and assess their courses (Rienties & Townsend, 2012). Unfortunately, whereas doing this requires a strong ICT baseline, in Nigeria the necessary ICT infrastructure to effectively implement ICT-compliant teaching are still inadequate and teachers lack the right attitude toward ICT competence and usage in the classroom (Asogwa & Eze, 2013; Isiyaku, Ayub & Kadir 2018).

Extant literature has shown that teachers' beliefs tend to be associated with their specific use of new technologies in the classroom (Becker, 2001; Ertmer, 2005; Windschitl & Sahl, 2002). Several studies explain this by hypothesizing that teachers who use computers do so because their conceptions of using new technologies fit into their existing teaching beliefs or belief systems (Higgins & Moseley, 2001; Sugar, Crawley & Fine, 2004).

New technologies refer to information communication technologies of the internet along with computer networks, World Wide Web, e-mail and search engines used in producing and sharing information, (United Nations Educational Scientific and Cultural Organization, 2010). In the context of this study new technologies refer to those technologies used in facilitating classroom instructions such as ICT peripherals for classroom interactions, ICT tools for virtual interactions, ICT tools for research, ICT tools for mind mapping and brainstorming, and ICT tools for content creation/sharing.

Based on an ICT adoption model proposed by the United Nations Educational Scientific and Cultural Organization (2010), up to the present time, business education teachers in Nigerian tertiary institutions are basically learning and attempting to use available equipment for their word processing or spread sheet tasks, haphazardly and their classroom practice is still very much teacher-centered, with minimal ICT oriented instructions. (Echeng & Usoro, 2014; Isiyaku, Ayub &



Kadir, 2018). Therefore, the central theme of this study was to survey how the perception of business education teachers in Nigerian tertiary institutions regarding the usefulness and ease of use of new technologies influence their attitudes toward applying such technologies in the classroom.

Conceptual Orientation

The theoretical underpinning of this study was the Technology Acceptance Model (TAM), originally proposed by Davis (1989), to predict individual adoption and use of new information technologies and address why users accept or reject technology. The model is an adaptation of the theory of reasoned action (TRA) proposed by (Fishbein & Ajzen, 1975). However, while TRA is used as a general model for investigating diverse kinds of human behaviour, TAM is specifically used for investigating technology acceptance behaviour (Pituch & Lee, 2006).

According to the TAM, an individual's behavioral attitude toward using a system is determined by two beliefs: perceived usefulness (PU) and perceived ease of use (PEOU). PU is defined as the extent to which a person believes that using the system will enhance his or her job performance, and PEOU is defined as the extent to which a person believes that using the system will be free of effort, (Davis et al., 1989).

On the other hand, attitudes are defined as one's positive or negative judgments about a concrete subject, and they are determined by the analysis of the information regarding the result of an action and by the positive or negative evaluation of these results (Ajzen, Fishbein & Heilbroner, 1980). In Fishbein and Ajzen (1975), attitude was defined as a learned predisposition to respond in a consistently favourable or unfavourable manner towards a given object. But while one is entitled to one's opinions and attitudes, one is capable of changing them both across time and across situations and circumstances that relate to one's interactions and associations with the environment (Robinson, Stimpson, Huefner & Hunt, 1991).

In Davis (1989) it was established that user's attitude towards acceptance of technology is important for the successful adoption and integration of technology. Basically, in education integrating technology and using appropriate teaching methods in the teaching and learning process can greatly enhance cognitive and affective competence of teachers (Mohd, Mokhtar, Wong, & Tarmizi, 2010). Therefore, teachers are expected to exhibit adequate positive attitude towards new technologies in order to achieve effective integration of technology in the classroom (Garland & Noyes, 2005).

In what Bajaj and Nidumolu (1998), termed as a surprising finding, a significant negative correlation was found between perceived usefulness and attitude. Congruently, in the meta-analysis of Schepers and Wetzels (2007), the range of correlations between perceived ease of use and attitude toward use, varied from 0.05 to 0.73. Furthermore, in a longitudinal study conducted among 864 Flemish and Dutch teachers, to predict their generative and receptive use of an educational portal, by Pynoo and van Braak (2014), findings have revealed that perceived usefulness is a strong predictor of attitude towards technology use. Hence, the first research question and the first hypothesis of this study are as follows:

- RQ1 What are the mean ratings of the responses of business education teachers on their perceptions of the usefulness of new technologies in the classroom?
- HO1 Teachers' perception of the usefulness of technology has direct influence on their attitude towards using new technologies in the classroom

In Schepers and Wetzels (2007), findings have revealed that perceived ease of use has significant direct effect on attitude. Similarly, in Teo et al. (2008), pre-service teachers' perceived ease of use was found to have significant effect on computer attitude just as perceived ease of use was also found to be a strong predictor of attitude towards technology in (Pynoo& van Braak, 2014).Hence, the second research question and the second hypothesis of this study are as follows:

- RQ2 What are the mean ratings of the responses of business education teachers on their perceptions of the ease of use of new technologies in the classroom?
- HO2 Teachers' perception of the ease of use of technology has direct influence on their attitude towards using new technologies in the classroom

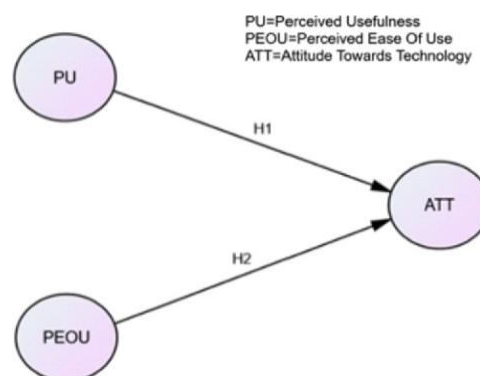


Figure 1. Hypothesized Model for Teachers' Perceived Usefulness of Technology and Perceived Ease of Use of Technology on their Attitudes Towards Technology

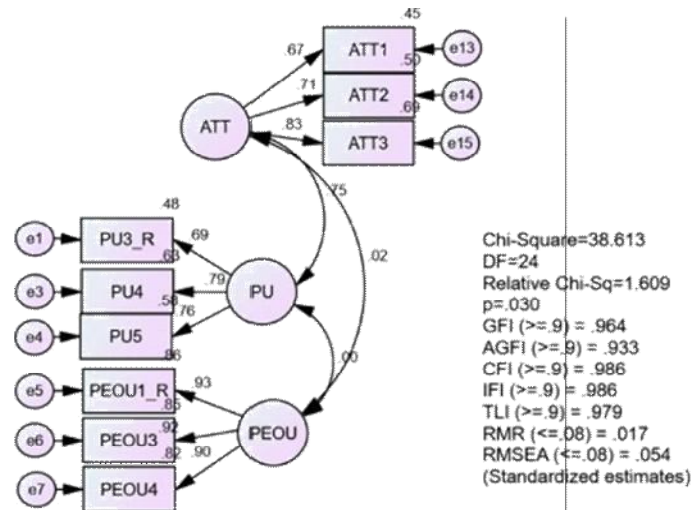


Figure 2. Measurement Model for Teachers' Perceived Usefulness of Technology and Perceived Ease of Use of Technology on their Attitudes Towards Technology

Methodology

This is a survey study comprising a population of 383 teachers from business education faculties in 13 tertiary colleges located in Northwestern Nigeria. Being that the population was dispersed, it was quite difficult to reach out to them effectively and timely. Hence, the researcher had to select a portion of the population (sample) to represent the entire population (Ary, Jacobs, Sorensen & Razavieh, 2010).

In order to utilize an appropriate data representative of the population of the study as suggested by Bartlett, Kotrlik & Higgins (2001) the sample size was determined using a formula by Cochran (1977) with 95% level of confidence.

$$n = \frac{n_0}{\left(1 + \frac{n_0}{N}\right)}$$

Where:

= sample size

$$n_0 = \frac{t^2 s^2}{d^2}$$

t = 1.96: Value for selected alpha of .025 in each tail, (Bartlett et al., 2001)

s = 1.25: Estimate of variance deviation for 5-point scale calculated by using 5 [inclusive range of scale] divided by 4 [number of standard



- deviations that include almost all (approximately 98%) of the possible values in the range (Bartlett et al., 2001).
- d = 0.05: Alpha level - the level of risk the researcher was willing to take that true margin of error might exceed the acceptable margin of error (Bartlett et al., 2001).
- N = 383: Total population of business education teachers as per the data collected from colleges of education in Northwestern Nigeria

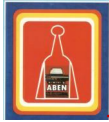
After applying the Cochran (1977) sampling formula, the sample reached was 157. However, it was postulated in Bartlett et al. (2001) that in educational and social research studies where data collection methods are usually surveys and other voluntary participation methods, the response rates are typically well below 100%. Hence, Salkind (1997) recommended over sampling by 40%-50% to account for lost, non-responses and uncooperative subjects. Therefore, the researcher has increased the sample size by 40% to ensure that sufficient respondents were utilized and the sample was adequate enough for minimizing associated errors (Daniel, 2011). Note that the researcher has chosen to calculate additional sample by 40% instead of 50% so as to ensure that the sample remains moderately minimal (Cochran, 1977). Hence the sample size used was:

$$\begin{aligned}n_2 &= 157 + 40\% \times 157 \\n_2 &= 157 + 63 \\n_2 &= 220 \\ \text{Sample size} &= 220\end{aligned}$$

Although 220 questionnaire copies were shared randomly among the population of the study, 212 copies (96%) were retrieved and found valid for the purpose of the study, implying that 8 copies were lost (Salkind (1997). Hence, the sample retained was 212.

Instrument of Data Collection

The instrument for data collection for this study was a structured questionnaire titled New Technologies Attitude Scale adapted from previous studies. To ensure that NTAS meets up with the objectives of this study it was subjected to the scrutiny of two experts; one from Faculty of Educational Studies, *Universiti Putra Malaysia*, and the other from Faculty of Education, University of Ilorin, Nigeria. The reliability of NTAS was determined through a pilot study on a sample of 30 respondents (who were business education teachers from 3 tertiary colleges of Northwestern Nigeria, namely: FCE (T) Bichi, FCE Kano & SRCOE, Kano). The questionnaires were administered to the respondents on line via Google Drive to their e-mails. The



internal consistency of the instrument was determined using Cronbach's-Alpha technique in which an overall Cronbach's-Alpha coefficient of 0.75 was obtained for the instrument as a proof of its reliability.

NTAS was also used to collect demographic data of the respondents apart from their responses on 20 items on the three constructs proposed in the study model, which were: perceived usefulness (PU), perceived ease of use (PEOU) and attitudes towards technology (ATT). Confirmatory Factor Analysis (CFA) was used to drop 11 items at the final stage of the structural model, due to their low factor loadings, while nine were taken. The item statements in the instrument were basically measured on a five-point Likert-type scale ranging from 1= 'strongly disagree' to '5=strongly agree'. Items of reverse nature were scored in a reverse mode as recommended in (De-Vellis, 2003).

Method of Data Analysis

In this study data was analyzed by the use of Structural Equation Modeling (SEM) to obtain the relevant statistical information needed for drawing conclusions on the predictor factors affecting teachers' attitude towards use of new technologies in the classroom. By using SEM, the two hypotheses of the study were simultaneously tested on a model developed that depicts and predicts specific pathways for attitude toward using new technologies among business education teachers in tertiary institutions of Northwestern Nigeria. Congruently, the two research questions in the study were answered by analyzing respondents' data through the use of descriptive statistics in SPSS version 22. The overall average mean score of the responses of teachers on the variables investigated in the study was used as a rule for deciding whether the mean rating of teachers' responses on any variable is high or low.

Results

Results of the study are presented based on the data collected from the responses of 212 teachers that participated in the study.

Table 1. Mean and Standard Deviation Scores on Teachers' Responses for the Variables Investigated.

Variable/Construct	Number of Items	Mean	SD
Perceived Usefulness	7	4.18	0.54
Perceived Ease of Use	7	3.60	0.87
Attitude Towards Technology	6	3.98	0.65
Average Mean & SD		3.92	0.69

As can be seen on Table 1, the mean ratings of the responses of business education teachers on their perceptions of the usefulness of new technologies in the classroom stood at $M=4.18$ ($SD=0.54$); higher than the average mean score of the overall constructs investigated in the study which was $M=3.92$ ($SD=0.69$). However, the mean ratings of the responses of business education teachers on their perceptions of the ease of use of new technologies in the classroom stood at $M=3.60$ ($SD=0.87$); below the average mean score of the overall constructs investigated in the study.

Test of the Structural Model

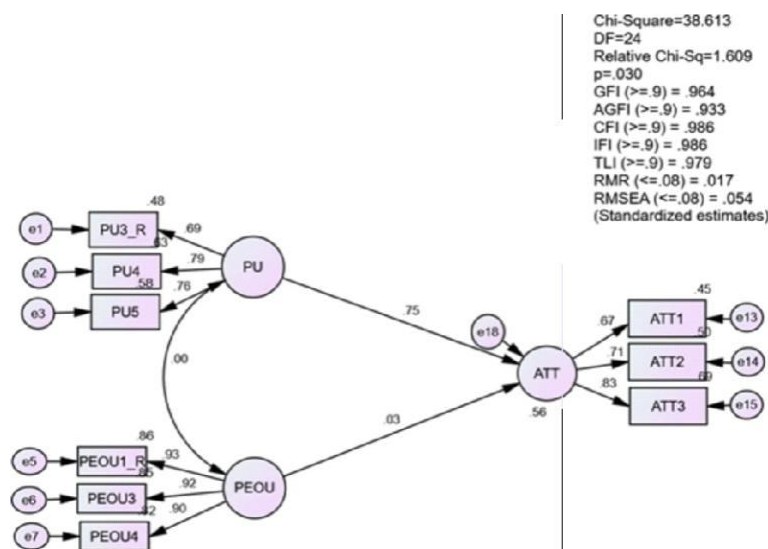
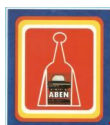


Figure 3. Structural Model for Teachers' Perceived Usefulness of Technology and Perceived Ease of Use of Technology on their Attitudes Towards Technology

Figure 3, presents the structural model of the study, with all the model fit measures being satisfactorily met: Chi-sq=38.613, df=24, Relative Chi-Sq=1.609, GFI=.964, AGFI=.933, CFI=.986, IFI=.986, TLI=.979, RMR=.017 and RMSEA=.054). The basic purpose of the fit measures was to determine the extent to which the model fitted with the observed data covariance matrix. The results in the study model shows that model has adequate parsimony for explaining teachers' perceived ease of use of technology in the classroom (Hair et al, 2010).

Tests of Hypotheses

Results of the test of hypotheses in this study have shown that first hypotheses (H1) was supported. As can be seen on Table 2, the path between perceived usefulness and



attitude towards technology (H1) proposes a relationship that weighs .075 at a significance level of $p < .001$. This circumstance infers that hypothesis H1 is sustained. However, the path between perceived ease of use and attitude towards technology (H2) proposes a relationship that weighs .025 at a significance level of $p < .698$, indicating that hypothesis H2 is not supported.

Invariably, teachers' perception of the usefulness of technology has direct predictive effect on their attitude towards technology in the classroom while the perception of their ease of use of technology was not found to significantly predict their attitude towards technology in the classroom.

Table 2: Results of the Tests of Hypotheses

H	Paths		P	Results
H1	PU →	ATT	.748	***
H2	PEOU →	ATT	.025	.698
				Not Supported

Discussion

Based on the self-reported opinions of 212 business education teachers in tertiary colleges of Northwestern Nigeria, perceived usefulness and perceived ease of use were investigated in this study with reference to how they explain and predict teachers' attitude towards using new technologies in the classroom.

Results of the study have shown that the mean ratings of the responses of business education teachers on their perceptions of the usefulness of new technologies in the classroom was very high, indicating that they perceive that new technologies are useful for classroom instructions. However, the mean ratings of the teachers' responses on their perceptions of the ease of use of new technologies in the classroom was below average, indicating that they perceive that using new technologies for classroom instructions is not easy. This finding is consistent with Anunobi (2015) and Isiyaku (2019) where teachers had low mean scores with regard to their competency in using information communication technologies in the classroom.

Results of the study have also shown that teachers' perception of the usefulness of new technologies has a direct significant effect on their attitude towards technology. This implies that perceived usefulness predicts attitude towards technology. This finding is consistent with Teo, Lee & Chai(2008) that perceived usefulness of computers among pre-service teachers was significant in determining their overall computer attitude.



Finally, this study shows that the effect of teachers' perceived ease use of new technologies on their attitude towards technology was not significant. This finding supports what was upheld in literature. In Bajaj and Nidumolu (1998), a significant negative correlation was found between perceived ease of use and attitude towards technology.

Conclusion

This study was conducted on the basis of the Technology Acceptance Model (TAM) of Davis (1989) owing to the prevailing circumstances in the tertiary institutions of Northwestern Nigeria against trends of technology usage in the classroom. In accordance with the theoretical framework and the conceptual framework/model of the study, research questions and hypothetical predictions were developed in consonance with past studies that have explored the contributions of various constructs towards explaining how and why individuals use technology. Although teachers have positive attitudes towards using new technologies and they are willing to use the technologies very well, their perceptions of their abilities for using the technologies is low and they think that new technologies are not easy for them to use. This fundamentally suggests that teachers need more training and support with regard to usage of new technologies in the classroom.

Recommendations

This study is quite informative for authorities of tertiary schools in Nigeria and across the world. It has supported the contributions of extant research and has added value to TAM and the theories that supported the study. Based on the findings of the study, the following recommendations are proffered:

Governing bodies of Nigerian tertiary institutions should provide more facilities and support for business education teachers to use new technologies in the classroom since they perceive that such technologies are very useful for classroom instructions.

Governing bodies of Nigerian tertiary institutions should support business education teachers with adequate training for them to be able to use new technologies in the classroom since they perceive that using such technologies for classroom instructions is difficult.



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IDENTIFICATION OF HIGHER LEVEL COMPETENCIES REQUIRED IN TECHNOLOGICALLY DRIVEN OFFICES

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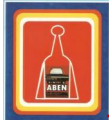
Abstract

This study identified the higher level competencies required in modern offices as a result of advancement in technology. Office activities have been transformed due to technological advancement. This transformation calls for improvement of skills as well. Therefore, higher level competencies are required to perform office duties. Four specific purposes and four corresponding research questions guided the study. Two hypotheses were tested at 0.05 level of significance. The study was carried out in public establishments in Afikpo North Local Government Area of Ebonyi State that have secretaries in their employment. The total population was 52. There was no sampling because the population was manageable. A structured questionnaire was used for data collection. The reliability coefficient of the instrument was determined to be 0.85 using test retest method. The research questions were answered using mean statistic and standard deviation; while Z-test statistics was used to test the two null hypotheses. It was found that office employees required higher level competencies such as adaptive thinking, problem-solving, collaboration and computing competencies in modern offices because of the changes brought by advancement in technology. Based on the findings, it was recommended among others that employers of labour should always be involved in planning Office Technology and management curriculum which is the programme training office practitioners and curriculum planners should, as they review the curriculum be deliberate in including course content that will expose the students to these skills.

Keywords: Competencies, Technology, Transitional office, Modern office, virtual office.

Introduction

Business activities must be co-ordinated if goals must be achieved. Any location, area or space where such co-ordination takes place is known as an office. Therefore, an office is a room, corner of a building, kiosk, closet, where clerical functions such as recording, writing, reading, safe-keeping, storing, retrieving, typing, printing,



photocopying, scanning, receiving, transmission, processing of information are performed. In the traditional office, duties are performed manually. Records are usually in manuscripts. Extra copies of a document are copied and re-copied, thereby wasting a lot of money, energy and materials (Ohaegbulem, 2014).

Ojukwu (2009) stated that the office scene has changed in the past years and will continue to change further in future. The key elements causing the changes are the advances in information and communication technology, increased computerization, changes in organization structures, procedures and practices. There are three notable phases of the changes in the office scenes. They are the traditional office of the 1950s, the transitional office of the 1970s, and Electronic office of the 1990s and the future (Onwukwe & Obeka, 2014).

Oliverio and Pasewark in Onwukwe and Obeka asserted that the traditional office is one that is functioning with structure and basic equipment that was available a decade or more ago. The office of 1970s was in-between the traditional office and the electronic office. Computers were used for word processing tasks. However, the computers were generally “stand-alone” in nature. The word processors more or less were used to perform the function of typewriting and generally were not linked or communicating with other computers. The use of computers to process words in the office makes it possible for the storage and retrieval of information. The computers were not communicating electronically with each other because they were not networked. Hard copies of documents were generated and filed just like in traditional office. Distribution of mails was done manually (James, 2009).

In electronic office of the 1990s and the future, otherwise referred to as modern office or state-of-the-art office; information processing is fully computerized and networked. More of soft rather than hard copies of documents are used. The computers are networked so that sending or receiving information and performing other duties may be carried out through the interaction of computers and other information technology gadgets (Onwukwe and Obeka, 2014).

Ohaegbulem (2014) maintained that in state-of-the-art office, information storage takes place as input into the computer similar to that of the word processing office; but different because information is stored electronically in software and not as hard copies in files inside drawers, shelves, cupboards, racks and others. Retrieval is also electronically done by mere command given to the system to find data and display same on the screen or print out as hard copy. Information is sent and received in state-



of- the- art office with greater speed with less or no paper involved. The electronic office can be called paperless office and may be a virtual office. A virtual office is an office that mostly exists in cyberspace. It is not located in space like the traditional office. Office duties are transacted anywhere electronically via teleconferencing and video- conferencing technology. As a result of advancement and application of technology in the office management process and systems, the following changes could be seen; changes in the information flow process, changes in decision levels, organizational restructuring, and these mean that higher level of skills are expected of office workers (Osuala & Okeke, 2006). This is because technologies keep pushing for new application of work skills, techniques and approaches.

Competence indicates sufficiency of knowledge, attitude and skills that enable someone to act in a wide variety of situations. Competence is a person's ability, power, authority, skill, knowledge, attitude, to do what is needed. Each level of responsibility has its own competency requirements. Competencies focus on personal image, attitudes, habits, behaviour, techniques of communication, problem solving, decision making, reliability, honesty, humility, resourcefulness, regularity, and human relations formation (Ohaegbulem, 2014).

Advancement in technology which has brought about modern equipment has also affected the competencies required to work in the offices. There were traditional skills required of office workers such as using an intercom, a diary, an assortment of writing pads and a secretary seated in an adjacent room or office to receive callers to the office, but these skills are obsolete and have been replaced or upgraded to higher skills. Higher level competencies are now needed in the modern office because of the dynamism in the job responsibilities of office managers as a result of advancement in technology. These skills are higher in the sense that they are not only necessary for particular office activities but enable an office worker to be able to coordinate the numerous office functions. Such competencies are necessary because machines and systems have taken over the repetitive and manual aspects of the office duties. Therefore the office worker is required to possess higher competencies that will enable him do a co-ordination job instead of routine jobs. These new responsibilities have emanated because modern machines have brought about a restructuring in modern offices. Executives can now sit on the computer and type their letters and therefore do not give dictations to the secretaries to transcribe. Moreover, bosses now delegate administrative and decision making duties to their secretaries since they are not always in the office. Also information management and



administration can now be done in virtual offices. These competencies were identified by Alvenfors (2010) as adaptive thinking competencies, collaborative competencies, problem solving competencies, decision making, computing competencies and some others.

Adaptive thinking is the ability of a worker to intelligently adapt his behaviour by thinking and coming up with solutions and responses beyond what is rote or rule-based. Collaboration is the process of working as a team with a group of people in order to achieve a goal; problem solving is the process of finding solutions to difficult or complex issues, computing skills is the ability to sit down at a computer and have enough knowledge of how software works to figure out what to do.

It is therefore the position of this study that if some skills have become obsolete as a result of advancement in technology, some other ones should come into play to make the paradigm shift conclusive. The researcher therefore seeks to identify these skills that are expected of modern office workers in modern office environment.

Statement of the Problem

A modern office is an office that functions with the most advanced equipment and systems available. Due to such increasing levels of automation, computerization, organizational re-structuring; higher calibre of staff with increased skills are required to cope with complex office duties performed in modern offices. The development in office technology will continue to bring about further changes in the nature of works done in the office with increasing managerial and human resource responsibilities. Office workers need higher competencies that will enable them perform the duties required of them.

However, when one considers the poor jobs that are produced in our offices; graduates roaming about due to lack of required skills even when there are offices in need of secretaries, reduction in productivity in the offices and others. We cannot but conclude that there is a gap. It therefore appears that office workers lack the competencies required of them due to technological advancement. In others words, workforce lacks the critical skills needed to develop the economy Okon (2018). Indeed a large number of employers cite lack of skills as a major obstacle to hiring office personnel. In view of these problems, this study was carried out to identify the higher level competencies required in modern offices as a result of advancement in technology.



Research Questions

The following research questions were formulated to guide the study;

- What are the adaptive thinking competencies required in modern offices?
- What are the problems solving competencies required in modern offices?
- What are the Collaborative competencies required in modern offices?
- What are the computing competencies required in modern offices?

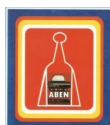
Hypotheses

The following hypotheses were tested at 0.05 level of significance:

- Ho₁: There is no significant difference in the mean ratings of lecturers and employers of labour on the competencies required in modern offices as a result of advancement in technology.
- Ho₂: There is no significant difference in the mean ratings of male and female respondents on the competencies required in modern offices as a result of advancement in technology

Method

A descriptive research design was used in the study. The study looked into the opinions and views of lecturers and employers of labour concerning the higher level competencies required as a result of advancement in technology. To answer the research questions, a structured questionnaire comprising 38 items was used for data collection. The questionnaire was validated by two business education lecturers in Ebonyi State University, Abakaliki. The reliability of the instrument was tested and it yielded a reliability index of 0.85. The population of the study comprised all Office Technology and Management lecturers and Principal staff of Akanu Ibiam Federal Polytechnic, Unwana, employers of labour in Afikpo North Local Government Council and Zonal Education Board Afikpo. The entire population of 52 officers was studied. This was the case because according to Ezemoyih and Ugochukwu (2014) whenever the population is manageable, the entire population could be studied. Fifty-two (52) copies of the questionnaire were returned and used for data analysis. Data was analysed using mean and standard deviation for the research questions while the hypotheses were tested at 0.05 level of significance using z-test. A mean score of 2.50 was used as the cut-off point. Items with mean score of 2.5 and above were interpreted as 'Agree' while items with mean score below 2.5 were interpreted as 'Disagree'. The null hypothesis was rejected when the calculated z-value exceeded the z-table value and accepted when the z-table value exceeded the z-calculate value at 0.05 level of significance.



Results

Research Question 1

What are the adaptive thinking competencies required in modern offices?

Table1: Mean Responses of Respondents on the Adaptive Thinking Competencies Required in Modern Offices.

S/N	Items	0	STD	Remarks
1	Positive or rational thinking	3.47	0.62	Accepted
2	Ability to conceptualize	3.42	0.72	Accepted
3	Ability to analyze issues	3.45	0.74	Accepted
4	Ability to evaluate information to reach an answer or conclusion	3.61	0.50	Accepted
5	Ability to give sound evidence	3.70	0.46	Accepted
6	Consistency of ideas or thoughts	3.74	0.44	Accepted
7	Ability to control emotions	3.49	0.52	Accepted
8	Ability to compare and contrast	3.62	0.58	Accepted
9	Possession of positive imagination	3.89	0.22	Accepted
10	Ability to evaluate evidence	3.68	0.52	Accepted
Grand Mean/STD		3.61	0.54	

Table 1 above shows that all the ten (10) variables itemized as adaptive thinking competencies are highly required in modern offices as a result advancement in technology.

Research Question 2

What are the problem-solving competencies required in modern offices?

Table 2: Mean Responses of Respondents on the Problem-Solving Competencies Required in Modern Offices.

S/N	Items	0	STD	Remarks
11	Ability to trouble shoot	3.59	0.52	Accepted
12	Ability to proofread documents	3.56	0.51	Accepted
13	Possession of maintenance culture	3.0	0.87	Accepted
14	Ability to detect fraud	3.53	0.64	Accepted
15	Ability to identify problems and their solutions	3.59	0.51	Accepted
16	Possession of creative curiosity	3.47	0.80	Accepted
17	Ability to inspire people to greater performance	3.65	0.49	Accepted
18	Understanding cause and effect.	3.59	0.51	Accepted
19	Priority setting	3.53	0.64	Accepted
20	Ability to create innovations	3.41	0.77	Accepted
Grand Mean/STD		3.48	0.63	

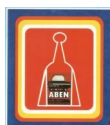


Table 2 above indicates that all the items 11-20 are problem-solving competencies required in modern offices as a result of advancement in technology.

Research Question 3

What are the collaborative competencies required in modern offices

Table 3: Mean Responses of Respondents on the Collaborative Competencies Required in Modern Offices.

S/N	Items	0	STD	Remarks
21	Ability set realistic targets for the team	3.32	0.53	Accepted
22	Ability to encourage people	3.68	0.47	Accepted
23	Ability to be sensitive to friction or crises	3.45	0.67	Accepted
24	Ability to listen to ideas from others	3.52	0.51	Accepted
25	Ability to inspire loyalty and team spirit	3.75	0.73	Accepted
26	Ability to use positive reinforcement or motivation	3.60	0.55	Accepted
27	Possession of public relations words such as: please, sorry, thanks	3.51	0.52	Accepted
28	Ability to show leadership	3.61	0.55	Accepted
29	Never castigate your team leader	3.64	0.52	Accepted
30	Ability to be flexible and ready to move on	3.49	0.58	Accepted
Grand Mean/STD		3.55	0.56	

Table 3 above reveals that items 31-40 are collaborative competencies required in modern offices as a result of advancement in technology.

Research Question 4

What are the computing competencies required in modern offices as a result of advancement in technology?

Table 4: Mean Responses of Respondents on Computing Competencies Required in Modern Offices..

S/N	Items	0	STD	Remarks
31	Ability to use basic skills in arithmetic	4.0	0.64	Accepted
32	Ability to use computer to do addition	3.37	0.58	Accepted
33	Ability to use computer to do multiplication	3.64	0.60	Accepted
34	Ability to use computer to do division	3.57	0.64	Accepted
35	Ability to use computer to do subtraction	3.58	0.57	Accepted
36	Ability to measure and cut different paper sizes	3.57	0.64	Accepted
37	Ability to display a text vertically equal	3.52	0.46	Accepted
38	Ability to display a text horizontally equal	3.27	0.58	Accepted
Grand Mean/STD		3.50	0.63	

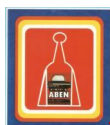


Table 4 above shows that all the eight (8) items, 41-48, are computing competencies required in modern offices as a result of advancement in technology.

Test of Hypotheses

Ho₁: There is no significant difference in the mean ratings of lecturers and employers of Labour on the competencies required in modern offices.

Table 5: Analysis of Z-test statistics of Lecturers and Employers of Labour on the Competencies Required in Modern Offices.

Variables/items	N	O	STD	z-Calc	df	z-tab	Dec.
Adaptive thinking competencies required in modern offices.							
Lecturers	17	3.60	0.53				
Employers of Lab.	35	3.62	0.54	0.0926	50	1.68	NS
Problem-solving competencies required in modern offices.							
Lecturers	17	3.48	0.63				
Employers of labour	35	3.65	0.49	0.0926	50	1.68	NS
Collaborative competencies required in modern offices.							
Lecturers	17	3.50	0.63				
Employers of labour	35	3.60	0.49	0.5744	50	1.68	NS
Computing competencies required in modern offices							
Lecturers	17	3.71	0.47				
Employers of Labour	35	3.62	0.46	0.6512		1.68	NS

Table 5 above shows that the calculated z-values: 0.0926, 0.0926, 0.5744 and 0.6512 are less than the table or critical value (1.68), df 50 at 0.05 level of significance, the researcher therefore rejected alternative hypotheses but accepted the null hypotheses. This means that there is no significant difference in the mean ratings of lecturers and employers of labour on the skills required in modern offices as a result of advancement in technology.

Ho₂: There is no significant difference in the mean ratings of male and female respondents on the competencies required in modern offices.

Table 6: Analysis of z-test Statistics of Male and Female Respondents on the Competencies Required in Modern Offices.



Variables/items	N	O	STD	z-Calc	df	z-tab	Dec
Adaptive thinking skills required in modern offices.							
Male	43	3.58	0.57				
Female	9	3.59	0.52	0.0516	50	1.68	NS
Problem-solving skills required in modern offices.							
Male	43	3.41	0.77				
Female	9	3.69	0.53	0.16809	50	1.68	NS
Collaborative skills required in modern offices.							
Male	43	3.51	0.61				
Female	9	3.62	0.40	0.6837	50	1.68	NS
Computing skills required in modern offices							
Male	43	3.56	0.50				
Female	9	3.62	0.44	0.36632	50	1.68	NS

The table 6 above shows that all the calculated z values are less than the table value, df 50 at 0.05 level of significance, the researchers rejected alternative hypothesis but accept the null hypothesis. This means that there is no significant difference in the means ratings of male and female respondents on the skills required in modern offices as a result of advancement in technology.

Discussion of Major Findings

The result of the analysis of responses in research question 1 showed that the higher level competencies identified were considered as highly required in modern offices. This is in tandem with the view of Onwukwe and Obeka (2014) that people need a broad range of skills in order to contribute to modern office activities. Therefore integrating technology into workplace through higher level competencies offers productivity enhancements essential to remaining competitive. Therefore the higher level competencies identified as indicated in table 1 above, are adaptive thinking skills required for optimum performance in modern offices. This is also in agreement with the views of Hornby (2016) and Ikpe (2016) that adaptive thinking skills are indispensable in the modern offices as a result of advancement in technology. Ohaegbulam (2015) also affirmed that problem-solving skills are required by office practitioners in modern offices because the office worker is required to possess higher competencies that will enable him do a co-ordination job instead of routine jobs. This is in agreement with the result of the analysis of responses in research question 2 as indicated in table 2 above. The findings in relative to research question 3 revealed that lecturers and employers of labour strongly agreed that all the items listed in table 3 were higher level competencies for collaboration activities required in technologically driven offices. This collaborates with the views of Ohaegbulam



(2017) and Templer (2005) that such collaborative skills are required since office managers' tasks have been broadened as a result of the changes brought by technology. Respondents also strongly agreed that computing skills as enumerated in table 4 above in answer to research question 4 are required in modern offices as a result of advancement in technology. This result is in agreement with the findings of Osuala and Okeke (2006), Oduma (2012), and Ohaegbulem (2014) that abilities to measure and cut different paper sizes, display a text vertically and horizontally equal which are computing skills are required in modern offices.

The two null hypotheses tested were upheld indicating that the respondents were of the same view and shows that they agreed that the identified higher level competencies are required in technologically driven offices probably because machines and systems have taken over the repetitive and manual aspects of the office duties leaving office practitioners with co-ordinating tasks that require higher level competencies.

Conclusion

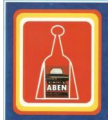
Increased technology requires employee skill improvement to ensure that new technology devices are used correctly and integrated seamlessly into daily business processes. Therefore people need a broad range of skills in order to contribute to modern economy. Advancement in technology have brought a paradigm shift in office work processes, it is quite essential that improved skills are also required to complete the circle. Based on the findings of this study, it is therefore concluded that the paradigm shift brought about by advancement in technology, places a new and distinct demand for a certain set of 'office competencies' on office practitioners. Higher level competencies are therefore required due to the office restructuring, changes in procedure and practices that advancement in technology came along with.

Recommendations

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

Employers of labour should make deliberate effort to train office employees and upgrade their skills to embrace these higher level competencies identified as required in modern offices as a result of technological innovations.

Curriculum planners should constantly review the curriculum and ensure that these higher order skills that office managers are now exposed to are emphasized and pedagogically entrenched into the teaching of office skills



Business education teachers should work towards getting comprehensive texts to help the teaching of these skills.

Lecturers and employers of labour should always be involved in curriculum planning for harmonization of learning objectives in line with technological innovations which have broadened the competencies required in technologically driven offices.

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REFOCUSING BUSINESS TEACHERS TRAINING ON CORE COMPETENCIES AND 21ST CENTURY SKILLS

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Abstract

The study refocuses on the Training of Business Education Teachers on the core competencies that will serve as catalyst for building the 21th century skills. The study adopted a descriptive survey research design and was conducted in Federal College of Education (Technical), Umunze and Nwafor Orizu College of Education, Nsugbe. Three research questions guided the study. The population of the study comprised 45 Business Educators in the two Colleges of Education in Anambra State. A 31item structured questionnaire was used for data collection. The data collected were analyzed using mean and t-test at $P < 0.05$. The results of the data analyzed showed the business educators acknowledged the characteristics of a true 21st century educator and the roles of ICT facilities in the teaching and learning of business education courses greatly. It was recommended among others that adequate training in the area of business related courses should be organized for business educators to educate them on how to use these modern ICT facilities.

Keywords: Business Teachers, Core Competencies and 21th Century Skills

Introduction

The world in general and Nigeria in particular are witnessing a very critical period in a history characterized by radical changes in teaching and learning. These changes are constantly created by some major societal forces such as globalization and technological advances. Business educators are expected to enhance learning activities through careful manipulation of technologies with the learners as active participants; hence the role of business teacher is to organize learning experiences and allows learning to take place by providing adequate learning recourses required in the world of business. Unfortunately, Nigerian business educators seem to lack the ability to cope with the challenges of the information age due to probably lack of confidence and competence in integrating information communication technology into pedagogical practice. With this, many nations have been engaged in some major

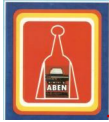


educational transformations. Summit Report (2016) opined that today's students need educators who have the knowledge and skill to facilitate their participation in a collaborative web-based learning culture. They need teachers who know how to create a learning culture that looks and functions like the real and virtual workplaces of today.

In a way, societies are thus finally acknowledging that the teacher matters should always be put first for the actualization of quality educational team. Teachers are keys to the success of any educational transformation. Not only are teachers one of the 'critical variable' that needs to be changed in order to improve the educational system, they are also the most significant change agent in these transformation.

The traditional purpose of technological education and the supporting business teacher education curricula are seen as inadequate for helping Nigeria citizens cope with the life demands of information and technology age. Business teachers can be seen as educators that train their students to solve business problems, plan for future growth, and strategize how to run a business efficiently and effectively. Business teachers train students by making use of modern technology. Modern technology offers many means of improving teaching and learning in the classroom (Lefebure, Deaudelin & Loiselle, 2006). Daves (2001) is of the view that new technologies are pivotal to support education across the curriculum and provide opportunities for effective communication between teachers and students. Training institutions determine the pace of the nations' development. Jalyerba and Atanda (2007) stated that quality in the educational sector is considered in terms of exceptionally high standards, consistency, fitness for purpose, value for money (accountability) and transformative effects.

Business education teachers equally require exceptional training with respect to modern technologies to enable them possess the ability, power, authority, skill and knowledge required to fit into the information age. Information age is an expression used to describe the present age of the computer and other forms of communication super highway (Mohammed, 2008). It is concerned with the use of computer based information systems to convert, store, protect, process, transmit and retrieve information. A business education teacher according to Nwokolo and Ekwue (2001) should possess the following qualities: 1) mastery of effective communication skills, ability to select appropriate teaching methods and teach business students practice areas. In addition to the aforementioned, the business education teacher needs to



possess the ability to identify/select and utilize the modern technologies necessary for teaching and learning business courses. According to Olise and Gbenedion (2007), no meaningful economic development can take place unless a serious attention is given to quality business education.

The researchers also reviewed different studies conducted by different authors as they relate to the subject matter of the study. This include the study of Egbri (2012) who sees the use of computer technology for teaching and learning in the tertiary institutions as vital for impartation and acquisition of technology by both lecturers and students. Unfortunately ICT in their educational system have been grossly underutilized. The author added that even where the use of ICT has been adopted, there may be non availability of ICT gadgets or no trained lecturers with ICT competency skill to apply it. Agbo (2013), in his study: ICT and business education in Nigeria, pointed out that the significant challenges confronting the Integration of ICTs. In education are in the Context, capacity building and financing. Also in the study of Mandara (2012) on the utilization of ICT in the teaching of office education for quality assurance of office education graduates in Adamawa State tertiary Institution, the study found out that teachers of business education office option are not making adequate and effective use of ICT tools in teaching and learning of office education due to its unavailability.

Okoli (2012) posited that the maximum utilization of available information and communication technology (ICT) tools in the teaching and learning of business education courses had remained the only panacea to the doubtful challenges of ICT usage among business teachers in Nigeria tertiary institutions.

The double role of teachers in educational transformations being both the subject and object of change makes the field of teacher training a growing and challenging area. This calls for refocusing of the training of teachers on the core competencies that will serve as catalyst for building the 21st century skills more effectively.

Statement of the Problem

The quality of teachers determine the quality of graduates turned out of every educational programme. Education cannot be provided by just anybody, it requires a teacher who plans and delivers the lessons or instruction in such a way that the objectives can be achieved. The function of education is to change individuals in some ways; to add to the knowledge they possess to enable them to perform skills



which otherwise they would not perform, to develop certain understanding, insight and appreciation. One of the goals of business teacher education as stated in the National policy on Education (2004) is to produce highly motivated and efficient classroom business teachers. Nigerian business education teachers seem to lack the ability to cope with the challenges of the information age due to probably lack of confidence and competence in integrating information communication technology into pedagogical practice (Becta, 2004). This situation therefore would demand business teacher education programme that is ICT compliant.

Research Questions

The study was guided by two research questions:

- What are the characteristics of a true 21st century educator?
- How are the available modern technologies utilized in teaching and learning of business education courses?
- What are the barriers to effective utilization of ICT in teaching and learning of business education course?

Hypotheses

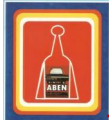
Two null hypotheses were formulated and tested at 0.05 level of significance.

There is no statistically significant difference between the mean ratings of male and female business educators the available modern technologies utilized in teaching and learning of business education courses.

There is no significant difference between the mean ratings of male and female business educators on the barriers to effective utilization of ICT in teaching and learning of business education course.

Method

A survey research design was adopted for the study. The study was carried out in the Nwafor Orizu College of Education, Nsugbe and Federal College of Education (Technical) Umuze. The population of the study comprised 45 Business Educators from the aforementioned two, tertiary Institution. A 31-item structured questionnaire was used for data collection. These were based on modified 4-point Likert scale of Strongly Agreed (SA)=4, Agreed (A)=3, Disagree (D)=2 and Strongly Disagree (SD)=1 for research questions 1 and 3. For research question 2, Very Often (VO)=4, Often (O)=3, Occasionally Often (OF)=2, Not at All (NA)=1. The instrument was face validated by three lecturers from the departments of business education and



science education in Nnamdi Azikiwe University Awka. The final draft of the validated instrument was tested by administering it to 20 business education students in Enugu State College of Education, Enugu State. Data collected were analyzed and the internal consistency of the instrument was determined using Cronbach Alpha reliability coefficient and it yielded a reliability index of 0.95. The instrument was administered to the respondents with the help of two research assistance. 45 copies of questionnaires was distributed and all the copies distributed were retrieved. The return rate of questionnaire was 100%. Mean ratings and t-test inferential statistics were used to analyzed data collected. Acceptable mean of 2.50 was adopted for all the research questions. Where t-critical was greater than or equal to the t-calculated, the null hypothesis was upheld. On the other hand, where the t-calculated exceeded the t-critical, the null hypothesis was upheld.

Research Question 1

What are the characteristics of a true 21st century Business educator?

Table 1: Mean Responses of Business Educator on the Characteristics of a True 21st Century Educator.

S/N	Items	X	SD	Remarks
1	Facilitate and inspire students learning and creativity	3.5	0.54	Agreed
2	Be global educators	3.4	1.05	Agreed
3	Work with their students to create new Learning opportunities	3.6	1.16	Agreed
4	Enable students to maximize the potential of their informal learning experiences	3.3	1.08	Agreed
5	Use the full range of digital age learning tools to improve student engagement and achievement.	3.3	1.96	Agreed
6	Use students' data to support students' learning and program improvement	3.2	1.00	Agreed
7	Be life-long learners	3.1	1.87	Agreed

Table 1 shows that all the items scored up to the acceptable mean of 2.50. This means that all of the above items were regarded as the characteristics of a true 21st century business educator by the respondents. The items mean scores ranges between 3.3 3.6 respectively.

Research Question 2

How are the available modern technologies utilized by Business Educators in Teaching and Learning business education courses?

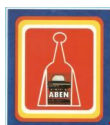


Table 2: Mean of Weighted Responses of Business Educators on the Utilization of Modern

S/N	Items	O	SD	Remarks
8	Computer	1.8	0.54	Not-utilized
9	PowerPoint	1.0	0.45	Not-utilized
10	E-mail services	1.6	0.50	Not-utilized
11	Internet	1.7	0.43	Not-utilized
12	Overhead Projector	1.1	0.46	Not-utilized
13	Fax	1.4	0.50	Not-utilized
14	Audio-visual	1.9	0.47	Not-utilized
15	Telephone(GSM)	3.6	0.74	Utilized
16	Adding Machines	3.2	0.60	Utilized
17	Television	3.6	0.79	Utilized

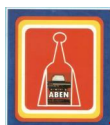
Table 2 indicated that only telephone (GSM), adding machines, television / Radio and video recorder are the modern technologies being utilized in the teaching of business education courses in Anambra State. Their weighted mean responses were 3.6, 3.2, 3.6 and 3.4 respectively; computers, power point, e-mail services, internet, overhead projector, fax and audio visual classrooms scored below the acceptable mean of 2.50. This means that they are not being utilized.

Research Question 3

What are the barriers to effective utilization of ICT in teaching and learning of business education course?

Table 3: Mean Responses of Business Educators on the Barriers to the Effective Utilization of ICT facilities in Teaching Business Education Courses

S/N	Items	O	SD	Remarks
19.	Poor power Supply	3.7	0.98	Accepted
	Environmental factor such as air, dust, humanity, vibration mechanical	2.5	0.66	Accepted
	Acute shortage of manpower for administrative and education development	3.3	0.85	Accepted
22.	Mass unawareness and low computer literacy level	2.9	0.78	Accepted
	Low percentage of business educators with ICT skills/knowledge	2.8	0.60	Accepted
	Non-telecommunications infrastructure capable of Transporting multi-media messaging (access connectivity)	2.5	0.78	Accepted
25.	Lack of ICT technicians	2.5	0.72	Accepted
26.	Provision of few ICT facilities (computers) by government	3.4	0.80	Accepted
27.	High cost of equipment (Computers)	2.8	0.74	Accepted



28.	Inadequate telephone lines	2.5	0.60	Accepted
29.	Lack of enough copies of soft wares	2.0	0.45	Rejected
30.	Insufficient teachers' time and interest	2.7	0.60	Accepted
	Lack of laboratory/supervisor staff to guide both the lecturer and the students	3.0	0.67	Accepted

Table 3 reveals that all the items on the barriers to effective use of ICT facilities were accepted by the respondents except one item, lack of enough copies of software with mean score of 2.0.

Hypothesis 1

There is no statistically significant difference between the mean ratings of male and female business educators on the available modern technologies utilized in teaching and learning of business education courses.

Table 5: t-test analysis on the mean responses of male and female business educators on the available modern technologies utilized in teaching and learning of business education courses.

Variables	N	O	SD	df	t-cal	t-crit	Remarks
Males	15	3.31	1.39	43	1.34	1.90	NS
Females	30	3.36	1.49				

Data here reveals that t-calculated is less than t-critical and so the null hypothesis is upheld.

Hypothesis 2

There is no significant difference between the mean ratings of male and female business educators on the barriers to effective utilization of ICT in teaching and learning of business education course.

Table 6: t-test analysis on the mean responses of male and female business educators on the barriers to effective utilization of ICT in teaching and learning of business education course

Variables	N	O	SD	df	t-cal	t-crit	Remarks
Males	15	3.43	0.68	43	1.01	1.96	NS
Females	30	3.50	0.91				

Data here reveals that t-calculated is less than t-critical and so the null hypothesis is upheld.



Discussion of the major Findings

The results of the data analysis showed that the business educators in the Colleges of Education in Anambra virtually acknowledge all the characteristics of a true 21st century educators. They thus outlined among other characteristics as: facilitate and inspire students learning and creativity, be global educators, be life long learners and work with their students to create new learning opportunities. It revealed that business educators need these characteristics, ability, power, authority, skill and knowledge required to fit unto the information age. It was revealed also that business educators utilize only telephone (GSM), adding machines, television, radio and video recorder for teaching and learning of business education courses. This is contrary to Nwokolo and Ekwue (2001) who maintained that business teachers should possess the ability to use all modern business equipment. Computers/Power point, series, internet, overhead projector, fax and audio visual classrooms were not being utilized. However, this finding is in line with Nworgu (2006), in one of his studies that business teachers lack the necessary skills for ICT application in classrooms.

Some barriers were found to inhibit the effective utilization of ICT facilities in the teaching and learning of business education courses in the Colleges of Education located in Anambra State. Among the barriers are the environmental factors, (heat, dust) high cost of equipment, and low percentage of business educators with ICT skills and among others. Nnaji and Ahmed (2012), and Sanusi (2011) indicated that high cost of equipment and poor funding of education in Nigeria makes ICT facilities out of reach of many institutions, students and business educator. The authors added that most lecturers do not have the knowledge and skills of ICT in order to promote the uniqueness of the content and skills relating to particular curricula areas.

Conclusion

It suffices to say that the business educators of the Colleges of Education in Anambra State acknowledged the characteristics of a true 21st century educator and the roles of ICT facilities in the teaching and learning of business education courses greatly. To attain effective and adequate business education programme, each college Education programmes, should ensure that the objectives of the programme as outlined by the (NCCE) National Commission for Colleges of Education was attained in their different colleges; hence occupation, opportunities such as auditors, accountants, book keepers, accounting clerks and general office clerks, exist for business education students upon graduation.



Recommendations

The colleges of education offering business education programme should widen the areas of their ICT facilities curriculum coverage so that the business educators and the students could meet the labour market demands. Adequate training in the areas of business related courses should be organized for business educators to educate them on how to use these modern ICT facilities.

The institutions should try as much as possible to protect and reduce to the barest minimum radiations, emissions substances and mechanical, shocks that could emanate from the usage of ICT facilities so as to ensure good health conditions of teachers and students.

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ADOPTING GOOD BUSINESS ETHICAL PRACTICES TO ENHANCE CUSTOMER PATRONAGE

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Abstract

The study identified the ways good business ethics can enhance customers' patronage. In carrying out the research, a survey design was used. Four research questions aided the study. The population of the study consisted of 57 business educators in Akanu Ibiam Federal Polytechnic, Unwana. The entire population was studied because it was manageable. The instrument of the study covered areas relating to good business ethics, service efficiency and customer satisfaction. The instruments were validated by three experts in business education department in Ebonyi State University Abakaliki. Data for the study were collected by personal contact and the help of three research assistants. The data were analysed using mean statistics and standard deviation. The result showed that good business ethics is sine qua non to enhanced customer patronage and that it improves service efficiency of business and brings about customer satisfaction. Therefore the study recommended among others that businesses should revisit their value system and ensure that ethical issues are entrenched and given attention to because the positive attributes that a business is identified with distinguish it from its competitors.

Keywords: Ethics, patronage, efficiency, value proposition, value system

Introduction

Ethics is a very important concept for today's world. No wonder many people get themselves into all sorts of difficulty by ignoring ethical practices and doing their own thing. Ethics is the moral rules that people apply in making decisions and the nature of the relationship among people. In the view of Eze & Njuru (2016), ethics is the values, or rules of conduct that a group or individual holds in the family, work environment, institution, profession, community or society. It is the body of rules, principles, proprieties and morals of personal conduct, and the unwritten regulations governing the behaviour and conduct of an individual or a group of people in their



dealing with one another (Titiloye & Muhammad, 2016). It is the same as a study of moral values. It guides, directs, regulates, modifies and controls the actions and inactions of people. Simply put, ethics are “standards or principles which govern the actions and behaviour of individuals within the organisation” (Mondy, Holmes & Flippo, 1980). Moreover, Omoregbe (2000) asserted that ethics deals with how individuals ought to behave and why it is wrong or right to behave in certain ways. Ethics evaluates actions and activities. Therefore, ethical consideration in any human endeavour is vital since human being is made in such a way that not all kinds of actions befit his nature, lead to self-fulfilment and progress within his social, economic and political environment (Okoye, 2019)

Business is economic activities concerned with exchange of value between the environment and individual or groups. Business involves a flow of various economic activities from factors of production to final market. The core of business is the keenness and satisfaction of consumers' needs at a cost the consumer would be willing to pay in order to obtain the value utility of the goods and services paid for (Okon in Ikelegbe, 2018). Business is done with ease when the right principles are applied. When unethical practices are avoided in business and one is straight forward in business dealings then one is presumed to be doing business with ease. One of such principles should be the display of reasonable ethical conduct on the part of the business. However, business ethics depends a great deal on the personal ethics of the persons involved. Amazingly, businesses do not check their actions which can be consequential in order to make more ethical choices despite the critical importance of ethics in improving customers' patronage. Patronage is the act of regularly procuring goods or services from a business. Increased patronage is sine qua non to the success of any business. This is because ethical standard in business naturally brings about profit in business (Fiester, 2008). In other words, good business ethics promote strong public image and reduce exposure to law suit.

Business ethics is concerned with knowing what is right or wrong in the workplace and doing what is right (Braimoh, 2017). Ethics provides the basis for determining what is right or wrong. However what is ethical or unethical has become complicated because societal values and moral concepts tend to change overtime. Newton & Ford in Ikelegbe (2018) pointed out that ethics is an issue of growing concern to business. Therefore ethics is an important part of business activities. Question of 'value' should



never be absent from business and moral responsibility is the first characteristics of a manager in any business that wishes to survive. Since we know that for a business to succeed, there must be enhanced patronage which will place such business above competition; it therefore suggests that grounding in ethical reasoning is one of the best preparations for business success. Unfortunately, even though society expects reasonable ethical conduct on the part of business, ethics is not taken seriously in Nigeria business terrain. Adewole (2015) believes that the average Nigerian sees business and ethics as oxymoron. This should not be so since ethics deals with behavioural issues of right and wrong, good and bad actions, virtues and vices and right and obligations.

Adewole in Asolo (2014) confirms that Nigerian business men agreed that they have engaged in one form of unethical practice or the other. Such unethical practices could be in the form of short changing of consumers by businesses, product misinformation, sale of expired or sub-standard goods and others. Ekanola (2005) indicated that businesses in Nigeria are founded on wrong principles that are devoid of good business ethics. Good business ethics can assist businesses to grow and blossom through enhanced customer patronage. Most businesses are guided by narrow selfish interest without consideration for the ethical implications of their internal and inter-transactional behaviour towards critical stakeholders which include the customers and this situation brings uneasiness to businesses. This condition should border us as business educators considering that the ethical standard of a nation affects its national development (Olu. 2015)

Akanu Ibiam Federal Polytechnics, Unwana has a high rate of dead businesses as most businesses die because operators basically abandoned ethical principles from onset. The challenge is now much more on prospective young entrepreneurs who want to venture into businesses, as they are discouraged by the environment due to unethical business practices because the business environment has been made hostile for young and upcoming entrepreneurs. Good business ethics have therefore become important issues and are relevant if one must do business with ease. Business managers must realize that the society is now more conscious of ethical issues as they concern business dealings. If business must be done with ease and customers' patronage sustained, businessmen must also be conscious of ethical issues and ensure that good ethical conduct is imbibed and sustained. They must uphold good



ethical principles of fairness, honesty, reliability, making safe products, social responsibility and others. There must be good relationship with customers, who should also be encouraged to demand for and assert their right.

Research Questions

What are the business ethics that will enable business to be done with ease for customers' patronage?

In what ways can adopting good business ethics improve service efficiency of businesses for customers' patronage?

In what ways can adopting good business ethics enhance customers' satisfaction for business patronage?

In what ways can adopting good business ethics be of benefit to business?

Method

The survey research design was used for the study. The survey design was seen as appropriate because it focuses on the vital facts about people, their opinions, attitude and behaviour. According to Igwe (2018) survey research design is useful when a researcher wants to collect data on phenomenon that cannot be directly observed. The population of the study comprised the fifty-seven academic staff teaching business courses in Akanu Ibiam Federal Polytechnic, Unwana. No sample was drawn because of the manageable size of the population. A structured questionnaire consisting of 4 sections was designed to gather data from the respondents. The instrument was validated by three experts in Business Education in Ebonyi State University Abakaliki. The data collection for the study was carried out with the help of three research assistants in the distribution and collection of same. The pilot test was conducted using 10 academic staff in Federal Polytechnic, Nekede, Owerri, Imo State which has similar characteristics with the area of study. Data collected were analysed and the internal consistency of the instrument determined using Cronbach Alpha formula. The alpha analysis yielded reliability co-efficient of 0.87. A mean score of 2.50 was used as the cut-off point and considered as accepted while any mean with response below 2.50 was rejected.

Results

Research Question 1

What are the good business ethical practices that will enable business to be done with ease and enhance customers' patronage?

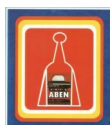


Table 1: Mean Responses on good Business Ethical practices for Ease of Business and to enhance Customers' Patronage

S/N	Items	O	STD	Remarks
1	Dealing honestly with customers	3.66	7.69	Accepted
2	Avoiding short changing customers	3.45	7.00	Accepted
3	Avoiding over-pricing of goods and services	3.43	6.94	Accepted
4	Avoiding tax evasion	3.14	6.15	Accepted
5	Avoiding bribery	3.43	6.94	Accepted
6	Resisting product misinformation	3.42	6.91	Accepted
7	Avoiding sale of expired goods	3.56	7.36	Accepted
8	Encouraging sale of Quality goods	3.56	7.36	Accepted
9	Assuming social responsibility	3.40	6.85	Accepted
10	Avoiding product adulteration	3.29	6.54	Accepted
11	Maintaining high moral standard	3.52	7.23	Accepted
12	Being trustworthy	3.54	7.29	Accepted
13	Maintaining confidentiality of customers' information	3.49	7.13	Accepted
14	Being regular to work	3.54	7.29	Accepted
15	Being punctual to work	3.64	7.62	Accepted
Grand Mean		3.74		

Data in Table 1 reveals that questionnaire items 1-15 had a grand mean of 3.47 therefore all the questionnaire items were accepted as good business ethical practices for ease of business and to enhance customer patronage. This implies that honesty in dealing with customers, avoiding short changing customers and over-pricing of goods among others are accepted as good business ethics that will not only enable one to do business with ease but also gain customers' patronage.

Research Question 2

In what ways can adopting good business ethical practices improve service efficiency of businesses for customers' patronage?

Table 2: Mean Responses on Ways Good Business Ethical practices Can Improve Service Efficiency

S/N	Items	O	STD	Remarks
16	Providing quality service delivery	3.71	7.87	Accepted
17	Discouraging employee manipulation	3.26	6.46	Accepted
18	Improving workers' relationship with customers	3.49	7.13	Accepted
19	Improving inter-transactional behaviour	3.52	7.23	Accepted
20	Improving human relations	3.57	7.39	Accepted
21	Improving understanding with customers	4.08	9.24	Accepted
Grand Mean		3.77		

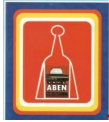


Table 2 reveals that all the items were considered as ways good ethical business practices could improve service efficiency which will invariably ease business for customers' patronage. This is to say that provision of quality service, discouraging employee manipulation, improved workers' relationship with customers among others are essential for service efficiency of businesses.

Research Question 3

In what ways can adopting good business ethical practices enhance customers' satisfaction for business patronage?

Table 3: Mean Responses on Ways Good Business Ethical practices Can Enhance Customers' Satisfaction

S/N	Items	0	STD	Remarks
22	Encourage good rapport with customers	3.56	7.36	Accepted
23	Discourage over-pricing of goods	3.40	6.85	Accepted
24	Avoiding product misinformation	3.36	6.74	Accepted
25	Discouraging sale of expired goods	3.49	7.13	Accepted
26	Discouraging sale of fake or sub-standard goods	3.40	6.85	Accepted
Grand Mean		3.44		

Table 3 shows that respondents strongly agree that all the questionnaire items are ways good business ethics can enhance customers' satisfaction which is essential for increased patronage and ease in doing business. This is because all the items had mean rating above 2.50.

Research Question 4

In what ways can adopting good business ethics be of benefit to business?

Table 4: Mean Responses on Benefits of Good Business Ethical practices to Business

S/N	Items	0	STD	Remarks
27	Promotion of strong public image	3.66	7.69	Accepted
28	Reduced exposure to law suit	3.31	6.59	Accepted
29	Reduction of employee turnover	3.31	6.59	Accepted
30	Enhanced business profitability	3.63	7.59	Accepted
Grand Mean		3.47		

The results and analysis presented in Table 4 reveal that all the items have mean values more than 2.50 representing strong agreement. This implies that all the items are benefits that will accrue to any business that applies good business ethical practices.



Discussion of Major Findings

Results show that good business ethics do not only ease business but also increases customers' patronage because they enhance efficient delivery of services which makes for customers' satisfaction. This invariably acts on the bottom line of profitability of such business. It also curtails waste of time and money on law suit. No wonder several efforts are being made by Nigerian Government to eradicate sharp business practices. Moreover various international initiatives are also on-going to assist with entrenchment of acceptable moral codes for sustainable business operations. According to Adewole as cited by Ikelegbe (2018) efforts are being made to strengthen and build capacities of business organisations towards sound moral practices. These initiatives include roundtables of business leaders from Europe, Japan and United States of America (CAUX), the Coalition for Environmentally Responsible Economics (CERES), United Nations Conference on Trade and Development (UNCTAD), European Union Commission (EUC) International Labour Organisation (ILO), West African Society of Business Ethics (WASBE), Social Accounting Standards (SAS), Centre for Organisational and Professional Ethics (COPE-AFRICA), amongst others. While the United Nations (UN) is also working very hard to establish moral benchmark for business practices through UN Global Compact Initiative, the aim of which is to help business adopt good business ethical principles.

The results are also in tandem with the views of Ikelegbe (2018) that good business ethical practices increase the profitability of business. This is in recognition of the fact that profitability of business can only be achieved when there is efficiency and satisfaction which culminates into increased turnover and patronage. Although many businesses engage in unethical practices for personal gains, poor condition of work, inadequate security check, managers value and attitude, individual values conflicting with organisational goals (Frederick, Davies, Post and James, 1988); it is good to note that such practices undermine the growth and development of such businesses, as they will eventually be noticed at the long run.

The result of the study is also in agreement with the assertion of Adewole (2015) that most businesses in Nigeria die because they basically abandon ethical principles from the onset. This is the reason for which Nigeria is currently having high rate of dead businesses. In the opinion of Asolo (2014), absence of core ethical principles exposes Nigerian existing businesses to growth retardation; therefore applying good business ethics is therefore important for growth and sustainability.



Conclusion

Ethics is the moral rules that people apply in making decisions, it therefore accounts for the type or nature of relationship among people, business relationship inclusive. Therefore unethical business relationship violates acceptable standards or expectation and therefore brings complications in business practices which hamper enhanced patronage from customers. Unethical business practice has negative effect in the well-being of others. It should be discouraged even though it gives short term gain.

Recommendations

Based on the findings, the study thus recommends the following:

Businesses should adjust their value system because a change in the value system will encourage the right values to be entrenched and this will distinguish such business from its competitors.

Credibility rating system could be instituted by the body over-seeing business matters in every environment to help establish the credibility of business operating in the area.

Businesses should comply with environmental norms.

Government should be committed in fighting unethical business practices.

She must deal decisively with culprits of unethical business practices.

Consumers should aggressively campaign against businesses that engage on unethical practices in their business activities

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STRATEGIES AND CHALLENGES FOR ENHANCING THE SUCCESSFUL IMPLEMENTATION OF BUSINESS EDUCATION CURRICULUM IN NIGERIAN UNIVERSITIES

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Abstract

The study assessed Strategies and Challenges for Enhancing the Successful Implementation of Business Education Curriculum in Nigerian Universities as perceived by lecturers. The survey research design was adopted. Two research questions and four hypotheses guided the study. The population which serves as sample comprises 138 business education lecturers in south-south universities of Nigeria. A 40 item questionnaire was used for data collection. Part A contains three items of demographic variables such as name of institution, sex, teaching experience of lecturers while Part B contains 37 items based on the research questions. The questionnaire had a 4 scale structure: Strongly Agree, Agree, Disagree and Strongly Disagree. The questionnaire was validated by experts. The reliability coefficient of the instrument through cronbach alpha are research question one 0.86 while research question two 0.89. Data were analyzed using mean and standard deviations. The findings are that inadequate supply of modern equipment for business education programme, inadequate instructional materials, public poor perception towards business education programme are some of the challenges facing business education programmes amongst others. Students' exposure to industrial practice, adequate funding of business education programmes, review of business education curriculum by school authorities, amongst others, are some of the innovative strategies for enhancing the successful implementation of business education programmes. It was recommended that there should be adequate provision of textbooks in business education programme, adequate funding of business education programmes, review of business education course structure and provision of modern equipment in business education.

Keywords: Business Education Curriculum; Challenges, Innovative Strategies, Implementation South-South Universities.

Introduction

Business education as a branch of Vocational Education provides students with requisite skills, abilities and competencies both mental and physical, that equip the learner with knowledge and makes him effective to teach, work in office or be self-



reliant, Njoku (2006) defines business education as a discipline that provides students with adequate skills, information and competencies needed to function well in teaching and office occupation, and stresses that business education is an important aspect of vocational education that prepares students for work in teaching and office procedures in an organization. Hamza and Yusuf (2019) note that business education also provides students with operational skills of office equipment in the changing world of technology. Nwosu (2009) notes that business education is a study that lays more emphasis on learning by doing which can lead to the acquisition of practical skills and applied skills. Amoor (2009) in Hamza & Yusuf (2019) note that business education is a vocational programme that is offered in colleges of education and universities to provide students with appropriate skills, attitude and knowledge to take up career in teaching, business and office occupations.

Business education is a core area in vocational education. It is offered in the universities and colleges of education. Business education programmes offered in the universities have important components that give the graduates opportunity to be self-employed because they have acquired the pre-requisite skills to function in the world of works. Graduates from universities can also function as administrative officers in the public and private sectors of the economy. In business education in universities, courses offered include accounting, marketing, business law, management, office technology and management secretarial education (also known as office technology and management education), Hamza (2019).

The philosophy behind business education is to provide its graduates with appropriate knowledge, skills, abilities and competencies to become self-employed people who utilize both human and material resources for optimal productivity and also with the skills to be self-reliant. Business education promotes self-employment through the skill acquisition development and also it is a tool in the hand of governments to combat unemployment and reduce poverty in the society (Amoor, 2010).

Despite the high demand for competent graduate business education secretaries in the world of work, the business education programme in Nigerian Universities seems to be faced with numerous problems in preparing the students for job opportunities.

Business education graduates are unable to meet up with the vast employment opportunities in both private and public sectors of the economy due to the following



reasons Ugbah (2019): Inadequate Funding, Lack of Maintenance of Equipment and Inadequate Security, Inadequate Supply of Modern Equipment and Instructional Materials, Wrong Societal Perception, Inadequate Textbooks and Journals, No uniformity in curriculum in most universities and colleges of education, Inadequate Qualified Lecturers, Poor Implementation of Education Policies, Poor Supervision, Poor Financial Status of Parents and Inadequate classrooms to take care of the increase in student enrolment.

Ugbah (2019) identified the following innovative strategies for successful implementation of business education curriculum in universities and colleges of education: Adequate Funding of Business Education Programmes at all Levels, Review of Business Education Course Curriculum, Collaboration Between Employers of Labour and National Universities Commission/Association of Business Educators, Provision of Modern Equipment and Facilities for Effective Teaching and learning, Public Enlightenment Programmes, Award of Honorary Certificates/Merit Award to Eminent Members, and Financial Support of Business Educators.

The study of Emesoba (2018) revealed some findings on innovative strategies for enhancing quality business education programme in tertiary institutions through school industry collaboration for economic development. These are; Formulation of government policies that will encourage school-industry collaboration in business education programme, involving business people in planning school curriculum for business education programme, research and training on how to establish school-industry collaboration in business education programme, government establishing special grant scheme for school-industry collaboration in business education programme, strong institutional capacity, schools creating enabling environment for school-industry collaboration for business education programme and identification of significant and relevant problems in school- industry collaboration for solution.

Statement of the Problem

Business education programme as a course in Nigerian Universities seems to be faced with a myriad of problems which have hindered the successful implementation of the aims and goals of providing qualified graduates who will be self employed as a result of required skills, attitudes and competence. Unfortunately, universities are faced with inadequate funding, insufficient qualified lecturers, inadequate classrooms, poor instructional facilities, poor teaching methodologies and students



negative attitude to the programme. The problem of the study, is to identify the challenges and innovative strategies for successful implementation of Business education curriculum in Nigerian Universities?

Research Questions

The following research questions guided the study.

What are the challenges facing the successful implementation of business education curriculum in the universities?

What are the innovative strategies for enhancing the successful implementation of business education curriculum in the universities?

Hypotheses

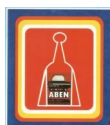
The following hypotheses are formulated to guide the study.

There is no significant difference in mean ratings between male and female lecturers on challenges facing the successful implementation of business education curriculum in the universities.

There is no significant difference in the mean ratings between male and female lecturers on innovative strategies for enhancing the successful implementation of business curriculum in the universities.

Method

This study adopted the descriptive survey research design which assessed the challenges and innovative strategies for enhancing the successful implementation of business education curriculum in Nigerian universities, as perceived by lecturers. The population of the study comprises 138 Business education lecturers in south-south universities of Nigeria. A total of 138 lecturers who teach Business education programmes in south-south universities of Nigeria were used for the study. There was no need for sampling since the population was manageable. A questionnaire containing 40 items was used for data collection. It was divided into two parts A contains three items of demographic variables such as name of institution, sex, teaching experience of lecturers while Part B contains 37 items based on the research questions. The questionnaire was structured on a 4-point scale ranging from Strongly Agree, Agree, Disagree to Strongly Disagree. The face and content validity of the questionnaire was done by 4 experts in Delta State University, Abraka: 2 experts in Measurement and Evaluation and 2 experts in Business Education. Their suggestions were effected before the final questionnaire was written for the study. In establishing the internal consistency of the instrument, 12 copies of the questionnaire



were administered to 12 lecturers of Business Education at Olabisi Onabanjo University, Ago-Iwoye. The data collected were analyzed using Cronbach Alpha which yielded reliability coefficient of 0.86 for research question one, while 0.89 for research question two. Mean and standard deviations were used for data analysis. The questionnaire items have four options: Strongly agree - 4 points, Agree -3 points, Disagree - 2 points and Strongly disagree - 1 point. In decision rule any item which has a mean of 2.5 and above was regarded as Agree. On the other hand, any item that has a mean of less than 2.5 was regarded as Disagree. If the t-calculated is greater than table value, the null hypothesis is rejected while, if the t-calculated is less than table value, the hypothesis is retained.

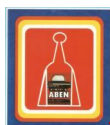
Results

The results of the study are:

What are the challenges facing the successful implementation of business education curriculum in the universities?

Table 1: Mean rating of lecturers on challenges facing the successful implementation of business education curriculum in the universities. N=138

S/N	Items on challenges facing the successful implementation of business education curriculum	O	SD	Decision
1.	Inadequate funding of business education programme	3.25	0.96	Agree
2.	Inadequate security of business education equipment	3.12	0.87	Agree
3.	Poor maintenance culture of business education equipment	3.06	0.70	Agree
4.	Inadequate supply of modern equipment for business education programme	3.00	0.86	Agree
5.	Inadequate instructional materials	2.78	0.94	Agree
6.	Public poor perception towards business education programme	2.86	0.82	Agree
7.	Inadequate textbooks in business education programme	2.90	0.91	Agree
8.	Inadequate local journals	2.85	0.81	Agree
9.	Inadequate foreign journals	3.22	0.87	Agree
10.	Unstructured curriculum in business education	3.25	0.89	Agree
11.	Inadequate qualified lecturers	3.26	0.91	Agree
12.	Poor implementation of education policies	2.87	0.84	Agree
13.	Poor supervision in business education programme	2.78	0.82	Agree
14.	Poor financial status of parents	2.73	0.83	Agree
15.	Increase in students enrolment	2.52	0.97	Agree
16.	Inadequate class-rooms	2.96	0.95	Agree
17.	Over loaded curriculum content	2.75	0.86	Agree
Grand Mean		2.84	0.87	Agree

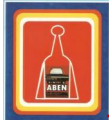


Item 1 to item 17 are challenges facing the successful implementation of Business education programme. The mean ranges from 2.52 to 3.26 which is agree. The mean response is 2.84 which is also agree

What are the innovative strategies for enhancing the successful implementation of business education curriculum in the universities?

Table 2: *Mean ratings of lecturers on innovative strategies for enhancing the successful implementation of business education curriculum in the universities N =138.*

S/N	Items on innovative strategies for enhancing the successful implementation of business education curriculum	O	SD	Decision
18.	Employing qualified lecturers to teach in business education programme.	2.74	0.79	Agree
19.	Employing adequate qualified teachers to teach in business education programme.	2.88	0.71	Agree
20.	Lecturers should emphasize on narrowing gap between theory and practical.	2.68	0.90	Agree
21.	The curriculum should be updated based on the market needs.	2.79	0.77	Agree
22.	Students should be exposed to industrial practice.	3.10	0.87	Agree
23.	Adequate funding of business education programmes	3.35	0.92	Agree
24.	Review of business education curriculum by school authorities	2.95	0.80	Agree
25.	Collaboration with employers of labour to employ business education graduates	2.96	0.79	Agree
26.	Collaboration with National Universities Commission for accreditation of courses	2.89	0.72	Agree
27.	Collaboration with association of business educators for their input in curriculum design	2.85	0.86	Agree
28.	Provision of Modern Equipment in business education programme	3.00	0.85	Agree
29.	Public enlightenment programmes on business education programme	2.89	0.81	Agree
30.	Award of Honorary Certificates to Eminent Members of the Society to promote business education programme	2.78	0.91	Agree
31.	Provision of adequate class rooms for effective learning	3.20	0.93	Agree
32.	Provision of adequate class rooms for effective teaching	3.02	0.87	Agree
33.	Formulation of government policies that will encourage school-industry collaboration in business education programme	2.78	0.81	Agree



34.	Involving business people in planning school curriculum.	2.94	0.96	Agree
35.	Research on how to establish school-industry collaboration in business education.	2.56	0.94	Agree
36.	Training on how to establish school-industry collaboration in business education.	3.16	0.73	Agree
37.	Government should establish special grant scheme for school-industry collaboration in business education	3.06	0.84	Agree
Grand mean		2.89	0.83	Agree

Item 18 to item 37 are innovative strategies for enhancing the successful implementation of business education curriculum as perceived by lecturers. The mean ranges from 2.56 to 3.35 which is agree. The grand mean is 2.89 which is also agree.

Testing of Hypotheses

There is no significant difference in mean ratings between male and female lecturers on challenges facing the successful implementation of business education curriculum in the universities.

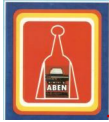
Table 3: Analysis of the respondents on the mean ratings between male and female lecturers on challenges facing the successful implementation of business education curriculum in the universities.

Variables	N	X	SD	DF	t-cal	t-val	Dec
Male lecturers	78	2.94	0.93	136	1.63	1.96	NS
Female Lecturers	60	2.82	0.97				

The t calculated 1.63 is less than table value 1.96 at 0.05 level of significance. Degree of freedom is 136. The hypothesis which states that there is no significant difference in mean ratings between male and female lecturers on challenges facing the successful implementation of business education curriculum in the universities is therefore retained.

There is no significant difference in the mean ratings between male and female lecturers on innovative strategies for enhancing the successful implementation of business education curriculum in the universities.

Table 4: Analysis of the respondents on the mean ratings between male and female lecturers on innovative strategies for enhancing the successful implementation of business education curriculum in the universities.



Variables	N	X	SD	DF	t-cal	t-val	Dec
Male lecturers	78	2.89	0.76	136	1.54	1.96	NS
Female Lecturers	60	2.80	0.94				

In table 4, the t calculated 1.54 is less than table value 1.96 at 0.05 level of significance. Degree of freedom is 136. The hypothesis which states that there is no significant difference in mean ratings between male and female lecturers on innovative strategies for enhancing the successful implementation of business education curriculum is therefore retained.

Discussion of Major Findings

Findings on the challenges are inadequate funding of business education programme, inadequate Security of business education equipment, poor maintenance of business education equipment, inadequate instructional materials, public poor perception towards business education programme, inadequate textbooks in business education programme, inadequate local journals, inadequate foreign journals, unstructured curriculum in business education, inadequate qualified lecturers, poor implementation of education polices, poor supervision in business education programme, poor financial status of parents, increase in students enrolment, inadequate class rooms and over loaded curriculum content.

This study is consistent with earlier studies of Ugbah (2019) who identified some of the innovative strategies as employing qualified lecturers to teach in business education programme, employing adequate qualified teachers to teach in business education programme, lecturers emphasizing on narrowing gap between theory and practical, the curriculum should be updated based on the market needs, students being exposed to industrial practice, adequate funding of business education programmes, review of business education curriculum by school authorities, collaboration with employers of labour to employ business education graduates, collaboration with National Universities Commission for accreditation of courses, collaboration with association of business educators for their input in curriculum design, provision of Modern Equipment in business education programme, public enlightenment programmes on business education programme, award of honorary certificates to eminent members of the society to promote business education programme, provision of adequate class rooms for effective learning, provision of adequate class rooms for effective teaching, formulation of government policies that will encourage school-industry collaboration in business education programme, involving business people in planning school curriculum, research on how to establish school-industry collaboration in business education, training on how to



establish school-industry collaboration in business education and government establishing special grant scheme for school-industry collaboration in business education. This study is consistent with earlier studies of Emeasoba and Mmuo (2018) and Ugbah (2019), who have identified similar innovative strategies for enhancing the successful implementation of Business education programme.

Results of the hypotheses are: there is no significant difference in mean ratings between male and female lecturers on challenges facing the successful implementation of business education curriculum in the universities as perceived by lecturers, there is no significant difference in mean ratings between male and female lecturers on innovative strategies for enhancing the successful implementation of business education curriculum.

Conclusion

Business education, being one of the aspects of vocational education has contributed to economic development in Nigeria. This study shows that one of the ways to fast track development of any nation is to give adequate funding to business education. The study concludes that one of the ways to sustain our economic mainstay is to promote the acquisition of skills and knowledge so that through Business education, Business educators can meaningfully contribute to the growth of the nation.

Recommendations

The following recommendations are made for the study:

The university authorities should adequately fund Business education Programmes to enable them have a required facilities for effective teaching and learning.

Business Education Course Structure should be regularly reviewed by the university management to meet up to the current economic trends.

Modern equipment should be provided by the university authorities in Business education to facilitate effective teaching and learning.

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PERCEIVED CONSTRAINTS IN THE APPLICATION OF NEW TECHNOLOGIES IN BUSINESS EDUCATION IN SOUTH-SOUTH UNIVERSITIES, NIGERIA

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Abstract

The study assessed perceived constraints in the application of new technologies in Business education in south-south universities, Nigeria. The descriptive survey design was adopted. Three research questions and three hypotheses guided the study. The population of the study which serves as sample comprises 134 Business education lecturers. A 37-item questionnaire was used for data collection. The face and content validity of the questionnaire was done by three experts in Measurement and Evaluation and four experts in Business education at the Delta State University, Abraka. The internal consistency of the instrument was established by administering it to 14 Business education lecturers at the Nnamdi Azikiwe University, Awka. These data were analyzed using Cronbach Alpha which yielded reliability coefficient of 0.88 on research question one, 0.91 on research question two and 0.86 on research question three. Mean and standard deviation were used for analysis of data. The findings on constraints in the application of new technologies in Business education in universities are government-contributed constraints, lecturers-contributed constraints and student-contributed constraints. Among the recommendations are that government should give adequate funding to Business education programme and organize training programmes for lecturers on utilization of modern technologies.

Keywords: Constraints, Application, New Technologies, Business Education, Universities

Introduction

Business education is a field of study which has to do with education for and about business. It involves training the individual in business knowledge, skills and attitude to enable them establish their business. Business education as a programme of instruction consists of two parts (1) Office education: a vocational programme of office careers through initial, refresher and upgrading education and (2) General Business education: a programme which provides students with information and



competences needed by all in managing personal business affairs and in using the services of the business.

Business education is a branch of vocational education that prepares students for entry into and advancement in jobs within business and it is equally important because it prepares students to handle their own business affairs and to function intelligently as consumers and citizens in a business economy. The National Open University of Nigeria (NOUN) (2008) defines Business education as an aspect of vocational education that equips people with necessary skills and theoretical knowledge needed for performance in the business world either for job occupation or self-employment.

Njoku (2006) defines Business education as that facet of educational training that helps the individual to acquire relevant skills needed for living. Njoku (2006) further states that business education as an educational programme equips individuals with functional and sellable skills, knowledge, attitude and values that will enable them operate in the environment in which they find themselves. Business educators have to adopt the use of new technologies in order to produce the relevant graduates that meet the need of modern society which is frequently changing with the impact of technological gadgets.

Business education like any other field of study embraces changes by the use of new technologies to impart knowledge to the students. According to Akhilele and Oghogho (2019), Technology can be referred to as that branch of knowledge that deals with the creation and application of scientific method to solve problems in our daily life. Atueyi (2009) observes that technology is considered to be the process by which humans modify nature to meet their needs and wants. Raymond (2006), indicates that technology is a general term for the processes by which human beings fashion tools and machines to increase their control and understanding of the material environment. Global changes in technology have greatly affected the office environment and turned it into Electronic Office which is equipped with modern technologies and facilities including Computers, Photocopiers, Laminating Machines, Scanners, Projectors, Printers, Internet Among others. This unending advancement in technology has greatly affected the output of Office Managers in terms of efficiency, accuracy and quality. The following are new technological tools used in teaching and learning business education programmes: Key Boarding, Use of Tools and Mail Merge.



New technologies in Business education programme, according to Achugbue (2011) have posed many challenges to business educators in Nigerian universities. Business education programme will achieve the desired goals of teaching if such modern technological teaching aids like computers, electric typewriters, television sets, projectors, internet facilities, among others are adequately provided and utilized by students and lecturers. Many universities do not give adequate attention to the acquisition and utilization of new instructional technologies needed for teaching and learning. The shortage of these facilities make it difficult to teach and prepare Business education students for the use of new technologies.

The following are challenges affecting the use technologies in Business education programme: Njoku (2015) observes that the absence of proper funding, Severe power outage is another economic challenge that has a great impact on using new technologies, Inadequacy of facilities to cater for the needs of large number of students and Poor maintenance culture. According to Abdulkadir (2019), some benefits of application of new technologies in Business education are: Promotes Individual learning and Research, Makes Educational Materials Accessible, Improves Students Attitude towards Learning and Prepares Students for Change

Earlier study of Ezeabil, Ekoh and Okwor (2019) revealed the following challenges to the utilization of new technologies in Business education programme of public universities in South East Nigeria: poor funding of ICT facilities in the universities, politicization of new technology projects in the universities, lack of government support on innovative teaching approaches in Business education, low level of supervision of tertiary education programme by relevant authorities, lack of legislative framework on the utilization of new technologies in the universities, high level of political bottleneck on the implementation of ICT projects, high level of corruption in the government system, employment of inexperienced business educators to the universities to teach and appointment of unqualified administrators, inadequate knowledge of the new technologies by business educators, laziness on the part of the lecturers in using the new technologies, absence of interest in attending seminars/conferences on new technologies, mal-handling of the new technologies resulting in destruction, poor cooperation of the administrators towards the needs of new technologies, unwillingness of some lecturers to adopt new technologies, unwillingness in sponsoring themselves for new technologies and non-relatedness of the available new technology facilities to the lecture instructions(Ezeabil, Ekoh and Okwor, 2019).In the same vein, Amesi and Allison (2019) identified some



challenges which are: lack of space, unavailability of power supply, dearth of machine/equipment, lack of maintenance, inadequate training opportunities for business educators, inability of business educators to utilize available devices and lack of professional development for business educators.

Statement of the Problem

Introducing new technologies in Business education into classroom instruction in Nigerian universities means more than teaching basic computer skills and software programs. Effective new technologies application must happen across the curriculum in ways that deepen and enhance the teaching and learning process. New technologies must support four key components of learning: active engagement, participation in groups, frequent interaction and feedback, and connection to real-world. New technologies change the way teachers teach, students learn, students understand and this enhances the relationship between teachers and students. Unfortunately, the application of modern technologies in Business education has suffered some setbacks. These have resulted in non-acquisition of the relevant skills needed by students after graduation. The problem of the study is therefore, what are the challenges in the application of modern technologies in Business education in universities in south-south Nigeria.

Research Questions

The following research questions were raised for the study:

To what extent are government-contributed constraints in application of new technologies in universities in south-south Nigeria?

To what extent are lecturers-contributed constraints in the application of new technologies in universities in south-south Nigeria?

To what extent are students-contributed constraints in the application of new technologies in universities in south-south Nigeria?

Research Hypotheses

The following hypotheses guided were formulated for the study:

There is no significant difference in the mean ratings between male and female Business education lecturers on government-contributed constraints in the application of new technologies in universities in south-south, Nigeria.

There is no significant difference in the mean ratings between male and female lecturers on lecturers-contributed constraints in the application of new technologies in universities in south-south Nigeria



There is no significant difference in the mean ratings between male and female lecturers on Students-contributed constraints in the application of new technologies in universities in south-south Nigeria

Method

This study adopted the descriptive survey research design which assessed extent of perceived constraints in the application of new technologies in Business education in south-south universities, Nigeria. The Federal Universities offering Business education are; University of Benin, Federal University Otuoke, University of Uyo and University of Calabar while the state universities offering Business education are: Ambrose Alli University, Ekpoma, Delta State University, Abraka, Niger Delta University, Wiberforce Island Yenagoa, Rivers State University, Port Harcourt, Ignatius Rufus University of Education, Port Harcourt, and Cross River State University of Science and Technology, Akangba. The population of the study which serves as sample comprises of 134 Business Education lecturers. A 37-item questionnaire was the instrument used for this study. The questionnaire was divided into two parts. Part A contains three (3) items of demographic variables such as type of institution, sex, job experience while Part B contains 34 items which are based on the research questions. The questionnaire was structured on 4 point rating scale of Very High Extent (VHE), High Extent (HE), Low Extent (LE) and Very Low Extent (VLE). The face and content validity of the questionnaire was done by 3 experts in Measurement and Evaluation and 4 experts in Business Education at Delta State University, Abraka. All their suggestions were taken into consideration and corrected before the final copy of the questionnaire was written and used for data collection. The internal consistency of the instrument was established by administering 14 copies of the questionnaire to 14 lecturers in Business Education Department at Nnamdi Azikiwe University, Awka, located in south east Nigeria. The data collected were analyzed using Cronbach Alpha which yielded reliability coefficient of 0.88 on the first research question, 0.91 on research question 2 and 0.86 on research question 3. The questionnaire was administered to 156 lecturers but 134 copies were fully completed and returned (85.9%). Mean and standard deviation were used for data analysis. The research question has four options of Very High Extent (VHE) - 4 points, High Extent (HE) - 3 points, Low Extent (LE) - 2 points, Very Low Extent (VLE) - 1 point. In decision rule, any item which has a mean of 2.5 and above was regarded as High Extent while any mean item of less than 2.5 was regarded as Low Extent. In testing the hypotheses, if t-calculated is greater than table value, the



hypothesis is rejected, on the other hand if t-calculated is less than table value, the hypothesis is therefore retained.

Results

The result of the research questions are:

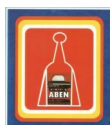
Research Question 1

To what extent is government contributed constraints in application of new technologies in universities in south-south?

Table 1: Respondents mean rating on extent of government contributing constraints in application of new technologies in universities in south-south . N= 134

S/N	Items on Government contributed constraints to the application of new technologies in business education programme include:	$\bar{x}$	SD	Decision
1	Poor funding of ICT facilities in the universities	3.10	0.94	High extent
2	Politicization of new technology projects in the universities	2.95	0.84	High extent
3	Lack of government support on innovative teaching approaches in business education	2.88	0.78	High extent
4	Low level of supervision of Business education programme by relevant authorities	2.96	0.92	High extent
5	Lack of legislative framework on the utilization of new technologies in the universities	2.54	0.82	High extent
6	High level of political bottleneck on the implementation of ICT projects	2.74	0.88	High extent
7	High level of corruption in the government system	2.98	0.80	High extent
8	Employment of inexperienced business educators to the universities to teach	2.58	0.76	High extent
9	Appointment of unqualified administrators	2.68	0.89	High extent
10	Poor policy implementation by government on the utilization of modern technologies	2.78	0.94	High extent
Grand Total		2.81	0.81	High extent

In the table 1, all the items listed from 1-10 have their mean ranges from 2.54 3.10 meaning these items to a high extent are government contributed constraints in the application of modern technologies.

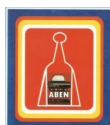


Research Question 2

To what extent are lecturers contributed constraints in the application of new technologies in universities in south-south Nigeria?

Table 2: Respondents mean rating on lecturers contributed constraints in the application of new technologies in universities in south-south Nigeria. N= 134

S/N	Items on Lecturers-contributed constraints in the application of new technologies in Business education:	$\bar{x}$	SD	Decision
10	Inadequate knowledge of the new technologies by Business education lecturers	2.78	0.87	High extent
11	Laziness on the part of the lecturers in using the new technologies	2.92	0.82	High extent
12	Absence of interest in attending conferences on new technologies	2.84	0.74	High extent
13	Inability to handle new technologies resulting to destruction	2.68	0.88	High extent
14	Poor cooperation of the lecturers to the needs of new technologies	2.72	0.94	High extent
15	Unwillingness of some lecturers to adopt new technologies	2.88	0.83	High extent
16	Unwillingness to learn new technologies	2.91	0.81	High extent
17	Non-availability of new technology facilities to the lecturers	2.76	0.96	High extent
18	Inability of lecturers' technical knowledge to provide materials	2.94	0.75	High extent
19	Learning with computer aided tools is an issue for most lecturers	2.77	0.98	High extent
20	Insufficient training of students by lecturers on the use of learning with modern technologies	2.97	0.75	High extent
21	Inability of students to adapt to the constant changes in usage of modern technological tools	2.82	0.77	High extent
22	Inadequate time to effectively utilize modern technology teaching by the lecturers	2.69	0.75	High extent
23	Lack of continuity of learning in e-learning application software by the lecturers	2.73	0.89	High extent
24	Lack of maintenance of technological tools for effective learning teaching by the lecturers	2.59	0.71	High extent
25	High cost of acquiring modern technologies in the classroom	2.76	0.83	High extent
Grand Total		2.80	0.86	High Extent



In the table 2, all the items listed from 11-25 have their mean ranges from 2.59 2.92 meaning these items to a high extent are lecturers-contributed constraints in the application of modern technologies.

Research Question 3

To what extent are students contributed constraints in the application of new technologies in universities in south-south Nigeria?

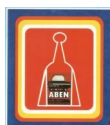
Table 3: Respondents mean rating on students contributed constraints in the application of new technologies in universities in south-south Nigeria N=134

S/N	Items on Students' contributed constraints in the application of new technologies in Business education:	$\bar{x}$	SD	Decision
26	Business education students are not ready to purchase new equipment for learning	2.78	0.87	High extent
27	Business education students do not attend class regularly	2.92	0.82	High extent
28	Absence of interest in attending conferences on new technologies by Business education students'	2.84	0.74	High extent
29	Inability to handle new technologies resulting to destruction	2.68	0.88	High extent
30	Unwillingness of some students' to adopt new technologies	2.88	0.83	High extent
31	Unwillingness to learn new technologies by Business education students'	2.89	0.81	High extent
32	Inability of the students to continuously practice new technologies	2.76	0.96	High extent
33	Inability to learn with computer aided tools is an issue for most students' in Business education	2.75	0.98	High extent
34	Inability of students to adapt to the constant changes in usage of modern technological tools	2.87	0.77	High extent
Grand Total		2.89	0.81	High Extent

In the table 3, all the items listed from 26-34 have their mean ranges from 2.68 2.92 meaning these items to a high extent are students contributed constraints in the application of new technologies.

Test of Hypotheses:

There is no significant difference in the mean ratings between male and female Business education lecturers on government contributed constraints in the application of new technologies in universities in south-south, Nigeria.



There is no significant difference in the mean ratings between male and female lecturers on lecturers contributed constraints in the application of new technologies in universities in south-south Nigeria

There is no significant difference in the mean ratings between male and female lecturers on students contributed constraints in the application of new technologies in universities in south-south Nigeria

There is no significant difference in the mean ratings between male and female Business education lecturers on government-contributed constraints in the application of new technologies in universities in south-south, Nigeria

Table 4: *t-test result of mean ratings of male and female Business education lecturers on government-contributed constraints in the application of new technologies in universities in south-south.*

Variables	N	O	SD	df	t-cal	t-crit	Decision
Male	76	2.76	0.85	132	1.74	1.96	NS
Female	58	2.65	0.91				

The calculated t-test of 1.74 is less than t-crit at 1.96 at 0.05 level of significance. The hypothesis which states that there is no significant difference, in the mean ratings between male and female Business education lecturers on government-contributed constraints in the application of new technologies in universities in south-south, Nigeria is retained.

There is no significant difference in the mean rating between male and female lecturers on lecturers-contributed constraints in the application of new technologies in universities in south-south Nigeria.

Table 5: *t-test result of mean ratings of male and female Business education lecturers on lecturers-contributed constraints in the application of new technologies in universities in south-south Nigeria.*

Variables	N	O	SD	df	t-cal	t-crit	Decision
Male	76	2.71	0.89	132	1.78	1.96	NS
Female	58	2.66	0.92				

The calculated t-test of 1.78 is less than t-crit at 1.96 at 0.05 level of significance. The hypothesis which states that there is no significant difference, in the mean ratings between male and female Business education lecturers on lecturers-contributed

constraints in the application of new technologies in universities in south-south Nigeria is retained.

There is no significant difference in the mean ratings between male and female lecturers on students-contributed constraints in the application of new technologies in universities in south-south Nigeria

Table 6: *t-test result of mean ratings of male and female Business education lecturers on students-contributed constraints in the application of new technologies in universities in south-south Nigeria.*

Variables	N	$\bar{X}$	SD	df	t-cal	t-crit	Decision
Male	76	2.69	0.87	132	1.68	1.96	NS
Female	58	2.58	0.82				

The calculated t-test of 1.68 is less than t-crit. 1.96 at 0.05 level of significance. The hypothesis which states that there is no significant difference in the mean ratings between male and female Business education lecturers on students-contributed constraints in the application of new technologies in universities in south-south Nigeria is retained.

Discussion of Major Findings

In table 1, the study reveals the following to a high extent as ways in which the government is contributing constraints in the application of new technology in Business education programme as perceived by lecturers. Poor funding of ICT facilities in the universities, politicization of new technology projects in the universities, lack of government support on innovative teaching approaches in business education, low level of supervision of Business education programme by relevant authorities, lack of legislative framework on the utilization of new technologies in the universities, high level of political bottleneck on the implementation of ICT projects, high level of corruption in the government system, employment of inexperienced business educators to the universities to teach, appointment of unqualified administrators and poor policy implementation by government on the utilization of modern technologies. This study is consistent with the earlier study of Ezeabil, Ekoh and Okwor (2019), and Amesi & Allison (2019) that identify similar government challenges facing the application of new technologies in Business education.



In table 2, The study reveals the following, to a high extent, as ways in which lecturers are contributing constraints in the application of new technology in Business education programme as perceived by lecturers. Inadequate knowledge of the new technologies by business education lecturers, laziness on the part of lecturers in using the new technologies, absence of interest in attending conferences on new technologies, inability to handle new technologies resulting in destruction, poor cooperation of the lecturers towards the use of new technologies, unwillingness of some lecturers to adopt new technologies, unwillingness to learn new technologies, non-availability of new technology facilities to the lecturers, inability of lecturers technical knowledge to provide materials, learning with computer aided tools is an issue for most lecturers, Insufficient training of students by lecturers on the use of learning with modern technologies, insufficient training of students by lecturers on the use of learning with modern technologies, inability of students to adapt to the constant changes in usage of modern technological tools, inadequate time to effectively utilize modern technology for learning, lack of continuity in e-learning application software, lack of maintenance of technological tools for effective learning and high cost of acquiring and installing modern technology in the classroom. This study is consistent with the earlier study of Ezeabil, Ekoh and Okwor (2019) and Amesie Allison (2019) that identify similar teachers challenges facing the application of new technologies in Business education

In table 3, The study reveals the following to a high extent, as ways in which students are contributing constraints in the application of new technology in Business education programme as perceived by lecturers. Business education students are not ready to purchase new equipment for learning, Business education students do not attend class regularly, absence of interest in attending conferences on new technologies by Business education students, inability to handle new technologies resulting to destruction, unwillingness of some students to adopt new technologies, unwillingness to learn new technologies by Business education students, non-availability of new technology facilities to the students, learning with computer aided tools is an issue for most students' in Business education and inability of students to adapt to the constant changes in usage of modern technological tools.

The result of the hypotheses are; there is no significant difference in the mean ratings between male and female Business education lecturers on government contributed constraints in the application of new technologies in universities in south-south, Nigeria, there is no significant difference in the mean ratings between male and



female lecturers on lecturers contributed constraints in the application of new technologies in universities in south-south Nigeria and there is no significant difference in the mean ratings between male and female lecturers on students contributed constraints in the application of new technologies in universities in south-south Nigeria.

Conclusion

In Business education programme using new technologies as a system of education by lecturers and students will enhance tremendous improvement in today's educational system in Nigeria and more especially in Business education in Nigerian universities. Introducing the use of computer (Computer appreciation) and other technological equipment in schools and equipping Business education teachers with adequate technological skills will greatly prepare Business education graduates to excel in the world of work which has globally turned into automated environment.

Recommendations

The following recommendations are made for this study:

- University authorities should allocate adequate funds to purchase equipment for Business education programmes in Nigerian universities.
- Lecturers should always endeavor to update their skills on new technologies in order to improve in their work performance.
- Business education students should undergo training and retraining programmes to enable them handle new technologies to avoid destruction.

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ASSESSMENT OF THE RELEVANCE OF WORK BASED LEARNING IN SKILL ACQUISITION IN BUSINESS EDUCATION PROGRAMME IN COLLEGES OF EDUCATION, LAGOS STATE.

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Abstract

The study mirrors the relevance of work based learning in skill acquisition in business education programme. Descriptive survey design was adopted to get the opinions of the students from colleges of education in Lagos state. Data collected were analyzed using simple percentage, mean and standard deviation. The findings of the study showed that SIWES as an aspect of work based learning has enhanced skill acquisition in business education programme. Secondly, as an aspect of work based learning entrepreneurship education has enhanced skill acquisition in business education programme and finally information and communication technology as an aspect of work based learning has also enhanced skill acquisition in business education. Based on the conclusion that work based learning enhances skill acquisition in business education, it was recommended that government, policy makers and other stakeholders should endeavor to strengthen and improve the different types of work based learning in order to ensure that students and respective institutions derive full and maximum benefits from the programme.

Keywords: *Work based learning, SIWES, Entrepreneurship Education, Information and Communication Technology.*

Introduction

It has been a long standing desire for modern industrialized nations to streamline education and training programmes in order to provide well-educated, trained, competent and skilled workforce. A well-educated, trained, competent and skilled workforce can only be achieved through business education among other education programmes. In Nigeria, business education is one of the major aspects of vocational education that is meant to prepare the learners with the right skills and values needed to be self-employed or employable in the world of work Federal Republic of Nigeria (FRN, 2013). Business education is aimed at equipping the recipients with requisite knowledge and skills that will make them relevant, functional and self-reliant



economically, hence they should be able to combine technical knowledge and business acumen, creativity and innovations for effective job performance.

However, business education at all levels of education enables the recipients to: Develop basic skills for personal use in the future, Acquire the basic knowledge and skills of business education, Relate the knowledge and skills acquired to national development, Develop basic skills in office occupation, Provides orientation and basic skills with which to start a life of work for those who may not undergo further training (Igboke, 2005). The above goals reveal that Nigerian successive governments recognize the importance and role of business education in the acquisitions of appropriate skills, ability and competencies that will enable the individuals involved be self-employed or paid-employed. Despite these benefits, it is doubtful if knowledge, values, skills and attitudes required in the world of work are really achieved in schools because the study on graduates turnout, skills and graduate unemployment in Nigeria carried out by Akinyemi, Ofem, Igot, and Ikuenomore (2010) shows that Nigerian graduates largely, lack basic employability skills that are needed in the modern workplace. This means that many of the graduates which include business education graduates are without the necessary knowledge and skills required in the world of work. Therefore, to improve business education graduates knowledge and skills which is urgently needed in the workplace, Work Based Learning (WBL) are embedded in the curriculum of business education.

Work-Based Learning is a process outside the school that effectively integrates classroom curriculum and training with workplace experiences to enhance learning and to develop strong academic and workplace knowledge utilizing the work experience as a source of learning. WBL enhances a students' understanding of classroom theory through participation in its application in the work Environment. Alfeld, Charner, Johnson, and Watts (2013) defined WBL as an educational strategy that provides students with the opportunity to put theory into practice with real work experiences. According to them this can range from internship to job shadowing, simulations or mentorship programmes. WBL gives students the prospect to explore what they have learned in the classroom within a real-world situation. Not only is this very helpful for hands-on learners, but it also gives learners some much-needed path, and it gives them the opportunity for them to know what to do after graduation. It therefore, extends the boundaries of the classroom to the work-world (National Centre on Secondary Education and Training (NCSET), 2011). WBL affords learners ample opportunities to learn a variety of skills that guarantee synergistic relationship between the school and the world-of-work. It is an attempt to narrow the



gap existing between theory and practice thereby, making meaningful learning possible.

It can enrich student learning, create a well-qualified workforce and open up new markets for higher education. The curriculum meets the needs of both schools and employer and jointly planned, delivered and assessed. It uses the immediacy of the work context to provoke practice and to encourage reflection on real issues leading to meaningful applicable learning. Workplace learning is concerned not only with immediate work competencies, but will future competencies. WBL is gaining serious pull in an international scale. In 2015 the Organisation for Economy Co-operation Development (OECD) launched a study on work based learning in vocational education and training (VET) to consider how countries have been able to offer these experiences and what can be done to enhance future WBL opportunities. Products of office technology and management programme despite their involvement in SIWES before graduation appears not display requisite skills in their field of study. Okebukola 2006 and Yahaya 2007).

The purpose of Work-Based Learning according to Keavy and Chakron (2015) is to: provide career awareness, career exploration opportunities, career planning activities and help students attain competencies such as positive work attitudes and other employable skills, develop interdisciplinary learning experiences for problem-solving, critical- thinking and communication skills for learners to link their classroom learning with the challenges they will face in the workplace of the future, provide a win-win situation where the learner's needs and the industry requirement for skilled and talented employees are both met, create a key driver that give will be the need for active policies so as to secure learning that meets the need of the workplace, turn entry-level work experiences into career opportunities, thereby increasing learning and improving student retention and academic progress. Some of the WBL embedded in business education curriculum are Student industrial work experience scheme SIWES, entrepreneurship education, information and communications technology (ICT). These WBL need to be re-assessed to ascertain it functionality. Student Industrial Work Experience Scheme (SIWES) was established by Industrial Training Fund (ITF) in 1973 to solve the problem of lack of adequate practical skills preparatory for employment in industries by Nigerian graduates of higher institutions (ITF, 2007). In order to bridge the varieties of gaps involving practical skills acquisition and classroom learning experiences with industrial skills, the Industrial Training Fund (ITF) was mandated with the Students' Industrial



Training Scheme (SIWES) to enhance practical skills acquisition of Technical/Vocational Education and Training (TVET) students and others in allied area of study (Ekpenyong, 2011). SIWES can also be called industrial placement, work placement, industrial training, and Work Based learning (WBL). The Scheme is thus meant to expose students to the industry based skills necessary for a smooth transition from the classroom to the world of work. According to Ojo and Akhademe (2018), this scheme is necessary because it gives students the opportunity to be equipped with the skills needed for employment in industries after graduation. SIWES can be seen as instructional activities that bridge the gap between classroom theoretical knowledge with practical knowledge for the purpose of developing the total educational programme of students. According to Ukwueze,(2011), SIWES has a positive impact on students career success.Chukwuedo (2011), opined that SIWES enhances competency of students in the workshop/laboratory, improves student's classroom learning creates employment opportunities. Azubuike, 2013 asserted that about 60 percent of IT students go to their place of attachment to fulfill all righteousness, 30 percent according to him, attach themselves to organisations where their educational/course of study has no relation, while the remaining 10 percent only get a better place for their industrial attachment. All these have a great negative effect on the student intellectual/occupational development after graduation and as well impede the realization of the objectives of SIWES in making business education students competent business and office managers.

An entrepreneur is one who always searches for change, responds to it and exploits it for opportunity. Entrepreneurship education is an avenue for discovering knowledge, acquiring human and social skills that are relevant for participatory, development and change. The aim of entrepreneurship education in student is to stimulating an entrepreneurial attitude. Oduma (2007) affirmed that entrepreneurship education is a programme that prepares individual to undertake the information and acquisition of small- scale businesses. Entrepreneurship education produces self-sufficient enterprising individuals and enhances a graduate's ability to create wealth. Entrepreneurship education seeks to provide students with the knowledge, skills and motivation to encourage entrepreneurial success in a variety of settings. It helps to prepare business education students ahead of what is expected in the world of work. Ayatse (2013) opines that a functional education system takes cognizance of the dynamics of the labour market, equips its graduates through entrepreneurship education with occupational skills and competencies in order for them to be self-reliant. Entrepreneurship education training according to Martin,



McNally and Kay (2013) if well-structured can have a positive impact on the interest and attitudes towards entrepreneurship among students who attend such courses. Maalu, J., Nzuve, S. & Magutu, P. (2010) believe that, having a positive perception and attitude towards entrepreneurship increases the chances of becoming successful entrepreneurs. Ajufo (2013), states that entrepreneurship education is an effective mechanism which helps to prevent rate of youth unemployment, and according to him when business education students are given proper training during entrepreneurship education, they will become self-reliant and job creators instead of job seekers.

Information and communication technology refers to all the technology used to handle telecommunications, broadcast media, intelligent building management systems, audiovisual processing and transmission systems, and network-based control and monitoring functions. It also means the use of these tools and resources for instructional purposes to deliver instructional usages. ICT effectively prepare business education students ahead of the technological trend because the world is becoming global in terms of the use of technology. UNESCO, 2012 specifies that, information and communication technology has great potential for knowledge transmission, effective teaching and the development of a well-organized education service, especially in developing countries of the world. Taylor (2002) added that Oas a source of knowledge, access to and spread of information ICT plays an important role in the promotion of cultural, legal, social, political and technological.

Statement of the Problem

Work-based learning is an instructional strategy that is essential in preparing business education students for success and careers and is a core component of the Linked Learning approach. The primary purposes of work-based learning are to expose students to future options and provide opportunities for skill development and mastery over time. All work-based learning experiences involve interactions with industry or community professionals that are linked to school-based instruction. These learning experiences are intentionally designed to help students extend and deepen classroom work and to make progress toward learning outcomes that are difficult to achieve through classroom learning alone.

Work Based learning is a built in mechanism for students of business education programme to match theory and practice that will ensure smooth transition from school to the world to work and guarantee gainful employment but the way it is



delivered seems to be too under dispensed to be effective. For instance according to Odu (2010), there is a sharp rise of complaints among parents and industries that graduates of our tertiary institutions are half- groomed, lack manipulative skills and not employable, hence their retrained on being employed. Okebukola 2006 and Yahaya 2007), Innocent, Joseph & Vin- Mbah (2015) observed that despite the involvement of students in some of the WBL, many students cannot display requisite skills in their fields of study which implies that there is a mismatch between tertiary institutions outputs and labour market demands.

Therefore, there is need to bridge the varieties of gaps involving classroom learning experiences and practical skills acquisition needed by business education students that will enable them be gainfully employed or self-employed. This therefore has been a source of concern to individuals that after graduation, many business education graduates are still without the necessary knowledge, skills, values and attitudes that will make them readily employable in the world of work.

There are some challenges in the applicability and usefulness of business education skills to real-life business contexts which have affected many business education graduates. Teachers have also reported that while students seem to be learning the theoretical content offered by various courses, they seem less able to critically apply their learning to their professional contexts. Students however, frequently reported that they are unprepared to apply their theoretical understandings to their work environments, hence it is the problem of this study to assess the relevance of work based learning (WBL) in skills acquisition in business education programme.

Research Questions

In order to guide the study, the following research questions were raised.

To what extent has SIWES aspect of work based learning enhanced skill acquisition in business education programme in Colleges of Education in Lagos State?

To what extent has entrepreneurship education aspect of work based learning enhanced skill acquisition in business education programme in Colleges of Education in Lagos State?

To what extent has Information and Communication Technology aspect of work based learning enhanced skill acquisition in business education programme in Colleges of Education in Lagos State?



Method

A descriptive survey design was adopted for this study. The population of the study consisted of all 748 business education students in the three Colleges of Education in Lagos State. Proportional sampling technique was used for the sample, structured questionnaire was used. The items of the questionnaires will be measured using a linked-type scale made up of four responses options very high extend (4) , high extend (3) ,low extend (2) and very low extend (1). Validity of the instrument was done by three lecturers from University of Benin, one from Measurement and Evaluation Department, and two from Vocational and Technical Department. Cronbach alpha technique was used to determine the internal consistency of the questionnaire items and a coefficient reliability of 0.78 was obtained. The data collected from the respondents were analyzed using simple percentage, mean ($\bar{x}$) and standard deviation (SD). Simple percentage was used to analyze data for demographic information while Mean and Standard deviation were used to answer the research questions. Decision rule was based on any calculated mean ($\bar{x}$) equal or greater than 2.50.

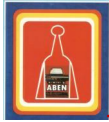
Results

Table 1: Mean and Standard Deviation on SIWES aspect of Work Based learning for skill Acquisition.

S/N	Item Statements	O	SD	Remarks
	SIWES exposes and prepares business education students for the world of work.	3.33	.807	HE
	SIWES helps business education students to acquire the necessary skill needed in the world of work	3.23	.680	HE
	SIWES affords business education students the opportunity of familiarizing themselves with the needed experience in handling industrial equipment and machinery.	3.21	.735	HE
	SIWES prepares business education students for a successful career by merging their analytical power with self-reliant.	3.08	.773	HE
	SIWES helps business education students to develop and enhance Personal attributes such as creative skills, critical thinking, Resourcefulness leadership and interpersonal skills.	3.13	.773	HE

Source: Field Work (2019)

Table 1 shows that five items with serial number (1, 2, 3,4 and 5) had mean scores that range from 3.08-3.33 and standard deviation that range from 0.680 - 0.807, which indicates that SIWES to a large extent, has enhanced skill acquisition in business education programme.



Research Question Two

To what extent has entrepreneurship education aspect of work based learning enhanced skill acquisition in business education programme in colleges of Education in Lagos States?

Table 2: Mean and Standard Deviation on Entrepreneurship education based learning for skill acquisition.

S/N	Item Statements	O	SD	Remarks
13.	Entrepreneurship education prepares business education Students for career readiness.	2.88	.859	HE
	Entrepreneurship education inculcates business education Students with the right type of value, appropriate skills and competencies to contribute maximally to the business Growth and development skill needed in the world of work	2.99	.737	HE
	Entrepreneurship education helps business education students to develop saleable skills to enable them become job creators instead of job seekers.	2.73	.887	HE
	Entrepreneurship education helps business education students to organize and manage human and material resources for attainment.	3.30	.730	HE
	Entrepreneurship education helps business educations students to be self-reliant and self-employed.	3.05	.749	HE

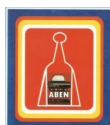
Source: Field Work, (2019)

Table 2 shows that five items with serial number (11, 12, 13, 14 and 15) had mean scores that range from 2.73 - 3.30 and standard deviation that range from 0.730 - 0.887, which indicates that Entrepreneurship education, to a very large extent, has enhanced skill acquisition in business education programme.

Research Question Three

To what extent has ICT aspect of work based learning enhanced skill acquisition in business education programme in colleges of Education in Lagos States?

Table 3: Mean and Standard Deviation on ICT aspect of work based learning for skill acquisition.



S/N	Item Statements	O	SD	Remarks
	ICT training effectively prepares business education students ahead of the technological trend.	2.88	.759	HE
	ICT competent helps business educations students in the use of tools and resources for instructional purposes.	2.95	.846	HE
	ICT training increases business educations students efficiency and effectiveness.	2.65	.891	HE
	Business education students have unlimited access and exposure in the use of ICT.	2.55	.014	HE
	Business education students are competent in the use of ICT for research, education and communication purposes	2.51	.968	HE

Source: Field Work (2019)

Table 3 shows that 5 items with serial number (16,17,18,19 and 20) had mean scores that range from 2.51-2.95 and standard deviation that range from 1.014-0.968, which indicates that information and communication technology to a large extent, has enhanced skill acquisition in business education programme.

Discussion of Major Findings

The findings from research question one which sought to assess the extent to which SIWES (as an aspect of work based learning) enhances skill acquisition in business education programme revealed that SIWES, to a large extent, has enhanced skill acquisition in business education programme. This means that when SIWES is utilized properly, it makes business education students competent business and office managers. This finding is in agreement with Ukwueze (2011), who stated that SIWES has a great influence on job performance of fresh business education graduates. Ojo and Akhademe (2018) maintain that SIWES gives students the opportunity to be equipped with the skills needed for employment in industries after graduation. Chukwuedo (2011), findings also showed that SIWES enhances competency of students in the workshop/laboratory, improves student's classroom learning creates employment opportunities.

Entrepreneurship education (as an aspect of work based learning) enhances skill acquisition in business education programme showed that Entrepreneurship education, to a very large extent, has enhanced skill acquisition in business education programme. This means that when Entrepreneurship education is utilized property, it provide students with the knowledge, skills and motivation to encourage entrepreneurial success in a variety of settings. This finding is in line with Ajufo (2013), who state that entrepreneurship education is an effective mechanism which



helps to prevent rate of youth unemployment. Martin, McNally and Kay (2013) findings showed that entrepreneurship education training if well-structured can have a positive impact on the interest and attitudes towards entrepreneurship among students who attend such courses.

The findings from research question three which sought to assess the extent to which information and communication technology (as an aspect of work based learning) enhances skill acquisition in business education programme showed that information and communication technology, to a very high extent, has enhanced skill acquisition in business education programme. Taylor (2002) findings added that as a source of knowledge, access to and spread of information ICT plays an important role in the promotion of cultural, legal, social, political and technological. This means that when ICT is utilized properly, it equips business education students with the necessary skills and knowledge needed in the modern workplace.

Conclusion

The findings of the study indicated that work based learning to a very large extent, has enhanced skill acquisition in business education programme through SIWES, Entrepreneurship education and Information and communication technology. However, the students need to develop the right attitude and participate fully during the different work based learning available in their institutions.

Recommendations

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

Government, policy makers and other stakeholders should endeavour to strengthen and improve the administration of SIWES in order to ensure that students and respective institutions derive full and maximum benefits from the programme which help students attain competences such as positive work attitudes.

Student employees must participate in all company required on-boarding processes. This expectedly would develop in the students the relevant and required learners skills, abilities and competence with industrial requirement.

Schools through the coordinating of teachers and administrators should endeavour to expose students to a broad range of activities through the use of information and communication technology outside of the traditional school boundaries in order to achieve career awareness and career exploration.

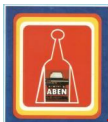


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PRINCIPALS' LEADERSHIP STYLES AND BUSINESS STUDIES TEACHERS' PRODUCTIVITY IN SECONDARY SCHOOLS IN AWKA EDUCATION ZONE, ANAMBRA STATE

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Abstract

The study was carried out to ascertain the principals' leadership style and business studies teachers' productivity in secondary schools in Awka education zone, Anambra State. Four research questions guided the study and two null hypotheses were tested at 0.05 level of significance. A correlation research design was adopted for the study. The population of the study consisted of 427(122 principals and 305 business studies teachers) who have worked for more than five years in their respective institutions in South-East Nigeria. A structured questionnaire was used for data collection. The instrument was validated by three experts in Nnamdi Azikiwe University, Awka. The reliability of the instrument was ensured using pilot test technique Data collected were analyzed with Cronbach Alpha reliability to ascertain the internal consistency of the questionnaire items and the computation yielded a reliability coefficient of 0.86. Data related to the research questions 1 and 2 were analyzed using mean and standard deviation while research questions 3 and 4 with the null hypotheses were analyzed using Pearson Product Moment correlation analysis to test the degree of relationship at 0.05 level of significance. Findings revealed that there is a negligible negative relationship between principals' transformational leadership style and productivity of business studies teachers and a significant positive relationship between principals transactional leadership style and productivity of business studies teachers in secondary schools in Awka education zone, Anambra State. It was also recommended that principals should adopt a transactional leadership style rather than transformational styles to enhance business studies teachers' motivation consistently and efficiently; which will in turn generate higher quality performance on the employees' part and boost educational performance among others.

Keywords: Secondary school, principals, business studies teachers and leadership styles.



Introduction

Secondary school is a formal organization where teachers and learners activities are planned, organized and controlled both internally and externally. It is a formal learning environment which is influenced internally and from outside physically (Nwaka, 2010). Secondary schools provide institutional resources for the secondary education level and needs effective leadership of the principal to ensure the achievement of its objectives.

Principals are referred to as people who control learning activities by creating an environment in which teachers and other staff can work effectively (Ilhan, 2011). According to Adegbemile, Abdullahi, Nzurumike and Aziike (2011), school administrators (principals) are chief executives in (secondary) schools who possess skills for making right decisions that will be of benefit to school needs and staff development generally in relation to academic performance of students to achieve effective leadership.

Omoye and Ilaboya (2011) defined leadership as the art or process of influencing people so that they will strive willingly and enthusiastically toward the achievement of group goals. Leadership is therefore an important instrument in the initiation and implementation of the organisational policies, including educational policies and philosophy of the secondary schools in the State, and the leadership style and traits so applied by the leader influences the business studies teachers' productivity in the organisation (Yahaya, Osman, Mohammed, Gibrilla & Issah, 2014). In the same vein, the business studies teachers' productivity are indispensable in the accomplishment of educational objectives. In other words, the productive level of business studies teachers' schools determines the success or failure of that level of education in any nation. Some authorities have observed reduction in the productivity of business studies teachers at secondary schools level in Nigeria and other parts of the world. For instance, Luthans (2012) asserted that today's schools teachers are simply not producing up to their capacity require by organisation.

According to Johnson (2016), organizations are set up to achieve some set goals. Kouzes and Posner (2013) affirmed that the top of the human factor list is of utmost importance in achieving organizational objectives. A leader influences organizational members to contribute willingly towards the accomplishment of pre-determined goals and objectives. Shield in Okoye and Udegbumam (2018) defined leadership as the process of influencing others to get the job done effectively over



sustained period of time. Obiruwu, Okwu, Akpa and Nwankwere in Okoye and Udegbumam (2018) posited that leadership style in an organization is one of the factors that play significant role in enhancing or retarding the interest and commitment of the individuals in that organization. Koontz and Donnell (2009) defined organizational performance as the ability of an enterprise to achieve such objectives as high profit, quality product, large market share, good financial results and survival at pre-determined time using relevant strategy for action. Consequently, it is a reflection of productivity of members of an enterprise measured in terms of revenue, profit, growth, development and expansion of the organization.

However, there is a controversy pertaining to the impacts of different leadership styles on workers performance in organizations. Different leadership styles identified in this study include: transactional and transformational. In transactional leadership style, leadership is based on conventional exchange relationship in which followers' compliance (effort, productivity and loyalty) is exchanged for expected rewards. In transformational leadership style, leaders raise followers' consciousness levels about the importance and value of designated outcomes and ways of achieving them. By utilizing the appropriate leadership style, an organizational leader must focus on the efficient management of internal operating systems; shaping operating decision and controlling management processes (Dienesch & Liden, 2016).

Furthermore, Golden and Dormhein (2010) observed that optimistic relationship exists between a worker's performance and the leadership. Rajas, Ponce and Almonte (2010) indicated that transformational leadership had a positive impact on performance of employees while transactional leadership had negative impact on performance. Rajas, Ponce and Almonte (2010) further posited that transactional leadership style views the leader-follower relationship as a transaction. Furthermore, Obiwuru, Okwu, Akpa and Nwankwere (2011) opined that while transactional leadership had significant positive effect on organizational performance, transformational leadership style had positive but insignificant effect on organizational performance.

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.

A productive business studies teacher will produce such workers who are smart to solve problems rationally and effectively whether on a local or national level, the literacy and flexibility to successfully deal with ever changing technology, creativity and leadership to help organizations compete in the world economy. Nwazor and Udegbumam further posited that a productive business educator is important to teach the courses that help students succeed in their personal lives; help them to learn how to understand and make intelligent decisions about their own finances, help the students to be an active participant in civic life so that they can contribute this knowledge of economies to the communities and organizations important to them. It is based on this background that the study sought to determine the relationship between principals' leadership styles and productivity of business studies teachers in secondary schools in Awka education zone, Anambra State.

Statement of the Problem

The researchers are worried about the low level of performance by business studies teachers in Awka education zone, Anambra State and its impacts on the graduates, the state and nations. Research has shown that there is low productivity of business studies teachers in secondary schools in Nigeria (Eze, 2012). Yavala (2011) asserted that there is a falling standard of education in Anambra State, Nigeria due to low productivity level of business studies teachers. This was supported by Balutu (2015) who reported that the business studies teachers' low productivity in secondary schools Anambra State Nigeria had ranked the States in the region educationally under-developed when placed side by side with States in other parts of the country. The attitudes of the principals do not help matters either as most of them not friendly at all with the business studies teachers and also failed to adequately provide materials needed by business educators to teach skill-based courses in the field. The



researchers are worried about the low level of performance by business studies teachers in the state and its impacts on the secondary schools graduates. However, the extent to which the ugly situation is related to leadership styles of the principals in the secondary schools is not clearly known and requires an empirical study such as this. Based on this problem, this study is conceived to assess the relationship between principals' leadership style and business studies teachers' productivity in secondary schools in Awka education zone, Anambra State.

Research Questions

The following research questions guided the study:

What is the mean scores of responses of business studies teachers in secondary schools in Awka education zone, Anambra State with principals that practice transformational leadership styles?

What is the mean scores of responses of business studies teachers in secondary schools in Awka education zone, Anambra State with principals that practice transactional leadership styles?

What is the relationship between principals' transformational leadership style and productivity of business studies teachers in secondary schools in Awka education zone, Anambra State?

What is the relationship between principals' transactional leadership style and productivity of business studies teachers in secondary schools in Awka education zone, Anambra State?

Hypotheses

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

There is no significant relationship between principals' transformational leadership style and productivity of business studies teachers in secondary schools in Awka education zone, Anambra State.

There is no significant relationship between principals' transactional leadership style and productivity of business studies teachers in secondary schools in Awka education zone, Anambra State.

Method

Correlation research design was adopted for the study. The researchers considered this design appropriate for this study since it intended to determine the relationships between independent variable (principals' leadership style) and business studies teachers' productivity (dependent variable). The population for the study consisted



of 427 (122 principals and 305 business studies teachers) who have worked for more than five years in their respective secondary schools in Awka education zone, Anambra State. The entire population was studied because of its manageable size. A 20-item structured questionnaire was used in gathering data for the study. The questionnaire was validated by three experts: two experts in business education and one expert in measurement and evaluation all from Nnamdi Azikiwe University, Awka. Cronbach Alpha reliability was used to ascertain the internal consistency of the questionnaire items and the computation yielded a reliability coefficient of 0.86.

The questionnaire was structured on a four-point rating scale with response categories as “Strongly Agree”; “Agree”; “Disagree” and “Strongly Disagree”. A total of 427 copies of the questionnaire were administered to the respondents by the researchers with the help of three research assistants. Out of this number, 421 copies of the questionnaire were retrieved and used for data analysis. The research questions were answered using mean and standard deviation while Pearson product moment for correlation analysis was also used to test the degree of relationship. For the two research questions the coefficient (r) and the size of the relationship was interpreted using the interpretation of a correlation coefficient by Best and Kahn (2003).

Coefficient (r)	Relationship
.00 to .20	Negligible
.20 to .40	Low
.40 to .60	Moderate
] .60 to .80	Substantial
.80 to 1.00	High to Very high

For the hypotheses, a null hypothesis was rejected if the probability (P) value obtained is less than the significance level of 0.05 whereas a null hypothesis was not rejected if the probability (P) value obtained is greater than the significance level of 0.05. using the real limit of numbers.

Results

Research Question 1

What is the mean scores of responses of business studies teachers in secondary schools in Awka education zone, Anambra State with principals that practice transformational leadership styles?

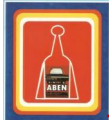


Table 1: Mean scores of responses on transactional leadership style

	N	0	SD
Transformational Leadership Style	421	3.56	.68

Table 1 showed that the mean score of responses on transformational leadership style is 3.56.

Research Question 2

What is the mean scores of responses of business studies teachers in secondary schools in Awka education zone, Anambra State with principals that practice transactional leadership styles?

Table 2: Mean scores of responses on transactional leadership style

	N	0	SD
Transactional Leadership Style	421	3.18	.88

Table 2 showed that the mean score of responses on transactional leadership style is 3.18.

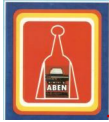
Research Question 3

What is the relationship between transformational leadership style and productivity of business studies teachers in secondary schools in Awka education zone, Anambra State?

Table 3. Pearson's Correlation between principals' transformational leadership style and productivity of business studies teachers

	N	Principals' Transformational Leadership Style	Business Studies Teachers' Productivity	Remark
Principals' Transformational Leadership Style	421	1	-.047	Negligible Negative
Business Studies Teachers' Productivity	421	-.047	1	

Table 3 shows that the Pearson's Correlation Coefficient, $r. (421) = -.047$. This shows that there is a negligible negative relationship between principals' transformational leadership style and productivity of business studies teachers.



Research Question 4

What is the relationship between principals' transactional leadership style and productivity of business studies teachers in secondary schools in Awka education zone, Anambra State.

Table 4. *Pearson's Correlation between principals' transactional leadership style and productivity of business studies teachers*

	N	Principals' Transformational Leadership Style	Business Studies Teachers' Productivity	Remark
Principals' Transformational Leadership Style	421	1	.872	Positive
Business Studies Teachers' Productivity	421	.872	1	

Table 4 shows the Pearson's Correlation Coefficient, $r. (421) = .872$. This indicates that a high positive relationship exists between principals' transactional leadership style and business studies teachers productivity.

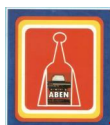
Testing the Hypotheses

Null Hypothesis 1

There is no significant relationship between principals' transformational leadership style and productivity of business studies teachers in secondary schools in Awka education zone, Anambra State.

Table 5: *Pearson's Correlation between principals' transformational leadership style and productivity of business studies teachers*

	N	Principals' Transformational Leadership Style	Business Studies Teachers' Productivity	P-Value	Remark
Principals' Transformational Leadership Style	421	1	-.047	.866	Negligible Negative
Business Studies Teachers' Productivity	421	-.047	1		



Data analysis in Table 5 shows that there is no significant relationship between principals' transformational leadership style and business studies teachers productivity, $r(421) = -.047$, $P\text{-value} > 0.05$. The null hypothesis was not rejected.

Null Hypothesis 2

There is no significant relationship between principals' transactional leadership style and productivity of business studies teachers in secondary schools in Awka education zone, Anambra State.

Table 6. *Pearson's Correlation between principals' transactional leadership style and productivity of business studies teachers*

	N	Principals' Transformational Leadership Style	Business Studies Teachers' Productivity	P-Value	Remark
Principals' Transformational Leadership Style	421	1	.872		
Business Studies Teachers' Productivity	421	.872	1	.000	Positive

Table 6 shows that there is a significant positive relationship between principals' transactional leadership style and business educators productivity, $r(421) = .872$, $P\text{-value} < 0.05$. The null hypothesis was rejected.

Discussion of the Findings

The findings of first research question revealed that there is a negligible negative relationship between principals' transformational leadership style and productivity of business studies teachers in secondary schools in Awka education zone, Anambra State. This showed that the mean score of responses on transformational leadership style is 3.56. The findings was in disagreement with the view of Rajas, Ponce and Almonte (2010) who indicated that transformational leadership had a positive impact on performance of employees. The Pearson correlation revealed that there is no significant relationship between principals' transformational leadership style and business studies teachers productivity. It followed therefore that the null hypothesis was not rejected.



The finding of second research question revealed that there is a significant high positive relationship between principals' transactional leadership style and business studies teachers' productivity in secondary schools in Awka education zone, Anambra State. This showed the mean score (3.18) of responses on transactional leadership style. The findings of the study are similar to the findings of Obiruwu et al, (2011) who opined that transactional leadership had significant positive effect on organizational performance. In support of this, Rajas, Ponce and Almonte (2010) noted that transactional leadership style views the leader-follower relationship as a transaction. It relies more on “trades” between the leader and follower by which followers are compensated for meeting specific goals or performance criteria. Pearson correlation revealed that there is a significant positive relationship between transactional leadership style and business educators productivity in secondary schools in in Awka education zone, Anambra State. It followed therefore that the null hypothesis was rejected.

Conclusion

Based on the findings of the study, it was concluded that there exists a strong positive relationship between principals' leadership styles and productivity of business studies teachers in secondary schools in Awka education zone, Anambra State. This is due to the fact that principals' who utilize transactional leadership style help business studies teachers to overcome their work problems and thus enabling them to build their morale in discharging their duties which will eventually lead to effectiveness in their job performance. It was also concluded that the principals' leadership styles would enhance productivity in schools. Hence, secondary schools in Awka education zone, Anambra State should focus on employee engagement through commitment and discretionary effort, and on employee enablement, with optimized roles and a supportive environment leading to educational success, students' satisfaction and employee performance so as to enhance the overall organizational performance.

Recommendations

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

Principals should adopt a transactional leadership style rather than transformational leadership styles to enhance business studies teachers' motivation consistently and efficiently; which will in turn generate higher



quality performance on the employee's part and boost educational performance.

The principals should encourage employees to push the bar and challenge themselves with roles which utilize their full potential, talent and creativity. This would align employees to the organizational vision and make them more confident and eager to perform the allocated tasks.

Efforts should be made by the educational institutions to understand the critical factors that affect the performance of organizational members and the strategic options (training, motivation and performance appraisal) to be adopted to address them.

The secondary schools educational institutions should select the style best suited to the organizational goals and employee's needs and desires. To ensure higher employee performance, they should act as ethical role models and be accepted as such.

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ISSUES IN EVALUATION OF TEACHING AND LEARNING BUSINESS EDUCATION IN UNIVERSITIES IN SOUTHEAST, NIGERIA

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Abstract

The study investigated issues in evaluation of effective teaching and learning business education in universities in southeast, Nigeria. Two research questions guided the study and two null hypotheses were formulated and tested at 0.05 level of significance. The researchers studied the entire population of 75 business education lecturers and no sampling was considered, as the size was manageable. Data for the study were collected by means of questionnaire. The questionnaire adopted a modified four point Likert-type scale ratings. Test-retest method was used to obtain a reliability coefficient 0.89 for the study. Face and content validity was carried out on the instrument. Mean and standard deviation were used to analyze the research questions while *t*-test was used to test the null hypotheses at 0.05 level of significance. Findings revealed that periodical evaluation, consistency on students assessment across schools and classes are significant in marking practices, functional evaluation devices, objectivity in judgment of evaluation results and non-misapplication of continuous assessment are necessary for effective teaching and learning business education. Thus, it will provide opportunity for the teacher and the learner to discover where they have succeeded or failed and to determine the next line of action, and aspiration to learn more. Based on the findings, recommendations were made, among others, that, evaluation of effective teaching and learning business education should be done with positive intention to ensure critical analysis of new challenges facing the business education teachers.

Keywords: Evaluation, Effective, Results, Challenges, Teaching, Learning

Introduction

Evaluation is an important and integral part of the total educational process, also as part of teaching and learning. The ultimate aim of education is to bring about



desirable goals and outcome for sound education. Educators particularly have been concerned with evaluating the progress of their students and programme. As an important enterprise, it is crucial that educators evaluate educational processes and products. Evaluation is the process of delineating, obtaining and providing useful information for judging decision alternatives (Amesi, Akpomi & Okwuanaso, 2014). Business Education programme as a matter of urgency requires a positive and effective evaluation that can bridge the gap between theory and practice. Most schools in Nigeria adopt evaluation instruments like the test, assignment, term paper, projects, research report, giving practical work and examination to evaluate the performance of their students. However, the test and examination methods are common methods used. Evaluation serves as an indispensable tool that determines the effectiveness of evaluating knowledge ability in order to assess the intelligence and any other skills acquired by an individual, especially by learner in an educational system with the notion to measure the extent of acquisition of learning aptitudes in terms of educational objectives (Umoru & Oluwalola in Ubulom&Ogwunte, 2017).

Evaluation is the process of making value judgement about the worth of a thing. It includes obtaining information through assessment for use in judging the worth of a programme, product, procedure, performance and objectives of the programme. Okoro in Shaibu, Ameh and Barinem (2016) saw evaluation as a process of passing judgment on the adequacy of the scores or marks obtained through measurement. It is the process of determining how much knowledge or attribute a student has. Olowodun as cited in Emeasoba (2018) saw evaluation as the process of determining the changes in the students' behaviour and appraising them against the values represented in the objectives to find how far the objectives of education are being achieved. Ugodulunwa (2014) asserted that evaluation is the systematic process of data collection for making a valid decision about an individual, programme, material or method. Therefore, evaluation involves value judgment on a subject matter based on the learning outcome. It is essentially the provision of information, idea or remark for the sake of facilitating decision making at various stages of curriculum development.

Chiaka in Shaibu, Ameh and Barinem (2016) asserted that teaching could never be completed without evaluation because evaluation would go a long way to help the teacher to find out how well the instructional objectives have been achieved. The author further explained that evaluation is concomitant with learning in the mastery formula that provides the basis for re-teaching in the effort to develop mastery in teaching. It is a conceived effort in determining the connivance between



performance and objectives. This is why in evaluating the progress of business education students; the teacher's ultimate goal is to develop in his students the ability to evaluate their progress. Hence, evaluation involves valid judgment about the strengths and weaknesses of the students, and which ends in decisions about the needed changes and improvements in curriculum, teaching and guidance (Ekaira, 2003). Evaluation being a complex process begins with the formulation of objectives, owing to the fact that before a teacher sets out to teach, he has the goal in mind, he can only say that the goal has been achieved, partially achieved, or not achieved through evaluation of the learners. Evaluation in business education is designed to make value judgement on the adequacy or otherwise of a business education programme and to equip students with necessary skills and competencies required to learn in the learning environment.

Business education is an educational programme offered in some universities as an undergraduate and post graduate programme, and colleges of education as a course of study. Whether conceptualized as broad-aimed or narrow in scope, business education programme require adequate evaluation to enable effectiveness of the programme or discrepancies in the programme be ascertained and decision made accordingly. Enwemasor (2016) saw Business education as a type of education that gives total knowledge, skills and attitudes that are required for successful promoting and administering a business enterprise. Okoro (2008) pointed out that business education prepares the youths for the world of work at the pre-vocational, vocational and professional levels. He maintained that it is education for self-employment and self-reliance as a result of the relevant skills with which the programme offers. Evaluation in business education is set out to achieve numerous goals in line with the policy programme of the Federal Government of Nigeria. The general purpose of evaluation is to be able to make value judgement on the adequacy or otherwise of a business education programme. It facilitates policy decision making on every sphere of the business education curriculum. It also helps to shape, maintain, extend and improve existing business education programme.

Statement of the Problem

General evaluation in education has been described as becoming a persistent problem; since poor performance is reported in public examinations, test drive instruction and school-based assessment is regarded as unreliable because it cannot predict performance in external examination and in work place. Examination has



been regarded as a normative way to analyze and evaluate teaching and learning ability and performance of the learners, specifically of the school students. The authority treats the issues of personal feelings, attitudes, thoughts, actions and contexts of the students and/or the interference of the teachers on the examination process beyond consideration. Following the motivation of existing trends and expectations of respective eras, the curriculum of business education and evaluation is being subjected to remain under constant scrutiny to the learners in improving the scholastic attainment and cultivating skills and attitudes according to the larger social context. This implies that evaluation is a continuous process in determination of the congruence between performance and objective. The issues that constitute the problem of this study is how effective evaluation results carried out in teaching and learning business education to the lecturers and what are the challenges of caring out quality evaluation in effective teaching and learning business education. Therefore, this study, examined issues in evaluation of teaching and learning business education in universities in Southeast Nigeria.

Research Questions

The following research questions guided the study;

How effective are evaluation activities carried out in teaching and learning business education is to the lecturers?

What are the issues that constitute challenges to quality evaluation in teaching and learning business education?

Hypotheses

There is no significant difference in the mean responses of male and female lecturers on the effectiveness of evaluation activities carried out in teaching and learning business education is to the lecturers in universities in South-East Nigeria

There is no significant difference in the mean responses of male and female lecturers on the issues that constitute challenges to quality evaluation in effective teaching and learning business education in universities in South-East Nigeria

Methods

The study adopted descriptive survey design. According to Nworgu (2015), a survey research design is one in which a group of people or items is studied by collecting and



analyzing data from only a few people or items considered to be representative of the entire group. This design, therefore, was considered appropriate for the study as it collected data on the opinions of business education lecturers in universities in South East Nigeria. The study was carried out in public universities in South East Nigeria. The population for the study comprised 75 business education lecturers in the eight public universities offering business education in South-East Nigeria. The entire population was used for the study because of its manageable size, hence, there was no need for sampling. The data for the study were collected using a structured questionnaire. The instrument has two sections, A, and B. Section 'A' elicited demographic information of the respondents. Section B contained questionnaire items, which were structured to elicit information on the view of the lecturers regarding the research questions of the study and broken into two as each contained eight question items. The questionnaire adopted a modified four point Likert scale which was as follows: Highly Effective (HE) 4 points; Effective (E) 3 points; Fairly Effective (FE) 2 points and Not Effective (NE) 1 point for research question one and Strongly Agreed (SA) 4 points; Agreed (A) 3points; Disagreed (D) 2 points and Strongly Disagreed (SD) 1 point for research question two. Three experts in business education validated the questionnaire. The questionnaire has a reliability index of 0.75, which was established through a pilot test on 20 lecturers of business education in Delta State University, Abraka and University of Benin, Benin City. The internal consistency was determined using Cronbach Alpha procedure. Copies of the questionnaire were administered and collected by the researchers with the help of eight research assistants after proper briefing on the purpose of the study. The questionnaire were distributed to the respondents. However, 73 copies representing (97%) out of the 75 copies of the questionnaire were retrieved and found usable. Data collected were analyzed using mean and standard deviation for the research questions, while the independent t-test was used to test the hypotheses. The null hypothesis was accepted when the t-calculated value is less than the t-table value. On the other hand, the null hypothesis was not accepted when t-calculated value is greater than the t-table value.

Results

Research Question 1

How effective are evaluation activities carried out in teaching and learning business education is to the lecturers?

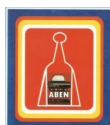


Table 1: Mean and Standard Deviation of Respondents on How Effective are Evaluation Activities carried out in Teaching and Learning Business Education is to the lecturers

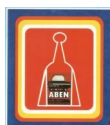
S/N	Items	Mean	STD	Remark
1	Diagnose students learning difficulties for corrective measure	3.43	1.05	Effective
2	Place students in the correct subject groups for special activities	3.41	0.80	Effective
3	Known the ability and aptitude of individual students	3.04	0.95	Effective
4	Plan the learning experiences for students according to their abilities	3.46	0.87	Effective
5	Know whether the course objectives are being achieved	3.61	0.48	Effective
6	Determine students' readiness for new learning experience	3.39	0.62	Effective
7	Detect the students' weak or strong areas of learning	3.45	0.80	Effective
8	Discover any merit or demerit in teaching methods	3.50	0.61	Effective
Grand Mean		3.41	0.77	

Table 1 show that all the items of evaluation results were effective to business education lecturers for evaluation in teaching and learning business education. The grand mean ratings of the respondents on the eight identified items in Table 1 show 3.41 on a 4-point modified Likert rating scale. This indicated that the respondents agreed that the eight identified items in the table are as evaluation results in teaching and learning business education are necessary in business education programme to enable the lecturers harness students' motivation and interest to achieve the standard objectives of the programme.

Research Question 2

What are the issues that constitute challenges to quality evaluation in teaching and learning business education?

Table 2: Mean and Standard Deviation of Respondents on Issues that Constitute Challenges to Quality Evaluation in Effective Teaching and Learning Business Education



S/N	Items	Mean	STD	Remark
1	Lack of consistency of students assessment across schools and classes	3.45	0.84	Agreed
2	Marking practices lack pedagogical significant	3.50	0.55	Agreed
3	What, how, where and when to teach	3.67	0.67	Agreed
4	Inadequate functional evaluation devices	3.76	0.56	Agreed
5	Selection of evaluation model for business education programme	3.86	0.69	Agreed
6	Ineffective planning	2.95	0.96	Agreed
7	Objective judgment of evaluation results	3.89	0.41	Agreed
8	Problem of effectiveness of methodology of evaluation programme	3.80	0.56	Agreed
Grand Mean		3.61	0.66	

Table 2 shows that the respondents considered all the items in the table as issues that constitute challenges to quality evaluation in teaching and learning business education. The grand mean ratings of the respondents on the eight identified items in Table 2 show 3.61 on a 4-point modified Likert rating scale. This indicated that the respondents agreed that the eight identified items in the table are issues of in teaching and learning business education that needed attention of business education lecturers.

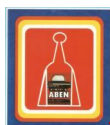
Hypotheses 1

There is no significant difference in the mean responses of male and female lecturers on the effectiveness of evaluation activities carried out in teaching and learning business education is to the lecturers in universities in South-East Nigeria

Table 3: *t-test Analysis of Difference in the Mean Responses of Male and Female Lecturers on Effectiveness of Evaluation Activities carried out in Teaching and Learning Business Education is to the Lecturers in Universities in South-East Nigeria*

Respondents	N	Mean	STD	P	DF	t-Cal	t-Tab	Remarks
Male	40	3.48	0.80	0.05	71	0.27	2.00	Accepted
Female	33	3.33	0.88					

The result in Table 3 shows that the t-cal of 0.27 is less than the t-tab value of 2.00. Since the t-cal is less than the t-tab value, the null hypothesis of no significant difference was accepted at 71 degree of freedom and 0.05 level of significance. This implies that, there was no significant difference in the mean rating of the respondents



on the effectiveness of evaluation results carried out in teaching and learning business education is to the lecturers in universities in South-East Nigeria.

Hypotheses 2

There is no significant difference in the mean responses of male and female lecturers on the issues that constitute challenges to quality evaluation in effective teaching and learning business education in universities in South-East Nigeria

Table 4: *t-test Analysis of Difference in the Mean Responses of Male and Female Lecturers on Issues that Constitute Challenges to Quality Evaluation in Teaching and Learning Business Education in Universities in South-East Nigeria*

Respondents	N	Mean	STD	P	DF	t-Cal	t-Tab	Remarks
Male	40	3.48	0.80	0.05	71	0.12	2.00	Accepted
Female	33	3.33	0.88					

The result in Table 4 shows that the t-cal of 0.12 is less than the t-tab value of 2.00. Since the t-cal is less than the t-tab value, the null hypothesis of no significant difference was accepted at 71 degree of freedom and 0.05 level of significance. This means that, there was no significant difference in the mean rating of the respondents on the issues that constitute challenges to quality evaluation in effective teaching and learning business education in universities in South-East Nigeria.

Discussion of Findings

The result of data analysis in Research Question One shows that, the respondents considered evaluation results as a necessity in evaluation of effective teaching and learning business education. This finding is in agreement with the view of Nworgu (2010) who depicts that the value attached to evaluation for transformation and achievement of programme goals necessitates the need to pay attention to it result. Ejiro-oghene and Aminu (2015) attributed that educational evaluation of teaching and learning continually provides a valuable source material for educational research, and the data on learners' achievement can help researcher and teachers to identify important education problems in schools and thereby provides solutions, which will help in the improvement of the quality education. The researchers builds on the views of the above author and concluded that periodical evaluation is necessary for effective teaching and learning business education, which will provide opportunity for the teacher and the learner to discover where they have succeeded or failed and to determine the next line of action, and aspiration to learn more.



Findings from Research Question Two revealed that the respondents considered all the items in the table as issues that constitute challenges to quality evaluation in effective teaching and learning business education. This finding is in line with the view of Ejiro-oghene and Aminu (2015) whom attributed that lack of consistency of students assessment across schools and classes, lack of pedagogical significant in marking practices, inadequate functional evaluation devices, objective judgment of evaluation results and among others are challenges of evaluation in business education programme. In agreement with the view of Ejiro-oghene and Aminu, Amesi, Akpomi and Kwuanaso (2014); Nworgu (2010) and Ugodulunwa (2008) maintained that poor teaching and learning, abuse of continuous assessment, paradigm shift in assessment, use of computer-based and online assessment procedure and programme monitoring are also challenges of evaluation in effective teaching and learning business education.

The test of the two hypotheses revealed that male and female business education lecturers in the universities in southeast Nigeria did not significantly differ in their mean ratings on the issues in evaluation of effective teaching and learning business education. This means that male and female business education lecturers are comparable in terms of the opinion on effectiveness of evaluation results to the lecturers and challenges that threaten the quality of evaluation in effective teaching and learning business education.

Conclusion

Based on the findings of the study, it was concluded that, with adequate and periodical evaluation, consistency on students assessment across schools and classes, pedagogical significant in marking practices, functional evaluation devices, objectivity in judgment of evaluation results and non-misapplication of continuous assessment, among others will make teaching and learning of business education effective and easy.

Recommendations

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

Evaluation of effective teaching and learning business education should be done with positive intention to ensure critical analysis of new challenges facing the business education teachers.

Evaluation should be very objective and transparent to avoid window dressing and favoritism

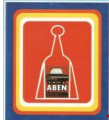


Evaluation should take place not only at the completion of a learning situation, but periodically throughout the process for purposeful change in the learning environment.

In addition, teachers need to help the students understand that evaluation can actually assist them in the learning process.

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BUSINESS EDUCATION IN NIGERIA: A TOOL FOR ALLEVIATING SOCIAL VICES

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Abstract

The paper was aimed at examining Business Education in Nigeria as a Tool for Alleviating Social Vices. Business Education as a discipline bridges the gap between theory and practice thereby making our youths to be gainfully employed which also translates into reducing the high rate of social vices. Social vices have become a cankerworm in the Nigerian educational system over the years. The paper further identified various causes, forms, role, goals, measures, ways, challenges, and prospects aimed at alleviating social vices in our educational system. Social vices have been on the increase for many years now considering the fact that the Nigerian government has contributed greatly in alleviating them such as child abuse, child trafficking, insurgency, examination malpractice, alcoholism, promiscuity, prostitution, drug abuse, kidnapping, cultism among others. despite all the measures put in place by the government for alleviating the social vices, the crime rate continued at a disturbing rate. It was concluded that Business education remains an important tool or strategy for the alleviation of social vices in Nigeria and recommended among others that to alleviate social vices through important functioning of business education, Business educators should be guided by moral, psychological and physical supports to students by teaching it, preaching it, and living by it as it will go a long way in helping the students in avoiding or containing social vices.

Keywords: Business Education, Social Vices, Causes, Forms, Measures, Challenges, and Prospects of Social Vices.



Introduction

Business Education is a veritable tool that is used to alleviate social vices in every sphere of life. Business education is a diverse discipline that is included in all levels of educational delivery system such as primary, secondary, and post secondary. Business education is a wide discipline which encompasses a number of specialist areas such as Stenographic/Secretarial studies, Accountancy, Business Management, Computer studies, Distributive education and all other areas of Business education (Nwaokolo, 1994). This definition indicates that Business education covers a wide range of economic activities in any society. Business education is a systematic learning experience which is designed to fit individuals for gainful employment in recognized occupations and prepares students and the youths to handle their own business affairs and to function intelligently as consumers and citizens in the business community (Osuala, 1981). In his view, Chika (2005), sees Business education as an embodiment of vocational knowledge and skills needed for employment and advancement in a broad range of business. Any country that cannot provide for her citizenry the basic skills for employment or self-employment will continue to experience all forms of societal vices or challenges. Njoku (2006) in Shaibu, Ameh and Barinem (2016), Business education is an educational programme that equips an individual with functional and suitable skills. Therefore, Business education should be seen as an important tool in alleviating social vices.

Hence, social vices are forms of evil, wicked and criminal actions or behaviour in the society. Vices on the other hand are social problems and have been thought of as social situations that a large number of observers feel are inappropriate and need remedying. Social Vices are acts and conditions that violate societal norms and values. Nwadike (2013), sees social vices as wicked evil and criminal actions or behaviour in the society. They are social situations, acts and conditions that violate societal norms and values. The qualitative aspect of education should be viewed as a living and moving thing whose goodness resides not only in its excellence, relative to certain standards, but in its excellence and fitness to the changing needs of the students and the society it is intended to serve. Qualitative education should therefore, lead to detectable gains in knowledge, skills and values. There are however, several societal vices that seem to be militating against realization of the desired goal. Some of the common ones (vices) include cultism, drug abuse, examination malpractice, obscene dressing, and sexual promiscuity/harassment. Social vices are forms of evil, wicked and criminal actions or behaviour in the society (Cook, 2012). Social vices are those acts and conditions that violate social norms and



values (Miller, 2001). Igbo (2013) emphasized that vices are like the viruses that destroy the moral condition of the society and make way for social maladies or ills and if the vices are curbed or controlled, the risk would be greatly reduced.

In the assertion of Jonathan (2013), the increase in social vices like armed robbery, kidnapping, ritual killings and drug peddling can be attributed to the deterioration of value system in the society. To Ede (2010), the high rate of social vices in Nigeria has been linked to poor educational system and high level of youth unemployment. Social vices in the country include: drug and child-trafficking, rape, armed robbery, kidnapping and hostage taking, cultism, ethno-religious conflicts, militant activities which sometimes degenerate into terrorism, and cultism (Ede, 2010).

Causes of Social Vices

Social vices are caused by the following: unemployment, too much parental affection during the individual's childhood, not enough parental affection during the individual's childhood, too much corporal punishment in the home, not enough corporal punishment in the home, inconsistent corporal punishment in the home, underprivileged childhood, overprivileged childhood, too much education, insufficient education, absence of religious training, over stringent religious training, broken homes, unbroken home when they would have been more wholesome if broken by divorce, poverty, affluence, over permissive police, feeble-mindedness, intellectual brilliance, comic books, depiction of violence in movies and on Television (TV), weak government, widening income inequality, poor quality labour force, rural-urban migration, lack of access to credit facilities and other productive resources, drop out among youths, increased discrimination, etc. (Dressler, 2008).

Forms of Social Vices

The following among others are some forms of social vices:

Examination Malpractice: Examination malpractice is seen as any act of omission or commission, which compromises the validity and integrity of any examination (Ministry of Education, Benue State, 2001). Malpractice therefore, refers to counter practice that is against ethics of examination. It is an act of disrespect to all rules and regulations guiding the good conduct of any examination or any evaluation process. In the recent times, examination malpractice has grown from simple 'giraffing' where students occasionally strain their necks to catch glimpse of what they want to copy from other students' scripts to a variety of sophisticated methods. Some



candidates write relevant information on the subject or course to be taken on different objects or parts of the body or even clothes and recopy same during examination. Some students smuggle in lecture notes from where they copy, while others exchange their question papers with answers jotted on them during examination. Some students even hire other more brilliant ones to write examinations for them. Other social vices such as cultism, drug abuse, sexual promiscuity and truancy are also encouraging examination malpractice on our campuses as students devote more time to them than their studies. Examination malpractice has grave danger on the individuals and institutions of learning, communities and society at large.

Cultism: Cultism is a system of religious belief and practice or an ideology (Denga, 1991). However, Orukpe (1988) sees secret cults as a group of people who share and propagate peculiar secret beliefs divulged only to members or themselves. Secret cult groups are now dreaded on the campuses following their secret activities and ascribed mysticism and power, members enjoy an aura of boldness especially from non- members. There are about 45 secret cults in the Nigerian institutions of learning and are all equipped with an elaborate hierarchy, insignia and distinct attire (Nwadike, 2013). Some of the most notable of these secret cult groups include the Sea Dogs, Black Axe, Aiye, Vikings, Amazons, White Angels, Black Brassiers, Buccaneer Confraternity, Egede, and a host of others. Cultism leads to outbreak of violence on campuses and its attendant destruction of lives and property. In most cases, youths join cult groups to gain recognition and popularity and to enhance social life on the campus. Cult members hardly pay attention to their studies, as they are fond of cajoling their lecturers into passing them in examinations whether they have done well or not.

Drug Abuse: A drug is a substance of biological or chemical origin which when applied to a living tissue, produces an effect (Olatunde, 1979). Drugs include what are commonly called medicine and not only substances which alter mood, perception or normal awareness as some people erroneously believe. Jaffe (1975) sees drug abuse as the use, especially by self-administration, of any drug in a manner that deviates from an approved medical or social patterns within a given culture. Government agencies refer to any use of an illicit substance as drug abuse e.g, heroine, marijuana (Indian hemp), tramadol, etc.



Obscene Dressing: Tertiary institutions of learning in Nigeria have been bedeviled with obscene dressing particularly by female students. Most girls go bare, display their navels and boobs and wearing what are just ample cleavages on display, depicting size and shape of the private parts with minis that barely skim the bottom. It appears now that to be fashionable, one has to become half nude, dressed in sleeveless/see-through tops without breast wear. This however, constitutes Weapons of Mass Distraction (WMD) and sexual harassment (Irtwange, 2004). This seductive dressing thus has profound negative effect on both the students and the lecturers alike as they can hardly concentrate in their academic work under such an environment. There must be a moderate position that allows the students to dress in a certain way that would meet societal value. The higher institutions of learning have been fighting against other social vices such as cultism, examination malpractice, and drug abuse but the issue of obscene dressing has not received comparable attention.

Sexual Promiscuity: Sexual promiscuity among students of tertiary institutions in Nigeria is another serious vice that calls for serious attention. Most of the students who for the first time, gain some social freedom from their parents' watchful eyes and guidance easily fall prey to the temptation of having sex. Some of them become so wild on the illicit lovemaking that they give most of their time and attention to it to the detriment of their studies. They become so much engaged in nocturnal activities that they sleep throughout the daytime in hostels or during lectures, for those who would want to register their presence in classes. Some other ones completely abandon their lecture to keep appointments with boy- friends or "sugar daddies". Some of the students are so morally bankrupt that they rely absolutely on their womanhood to "pass" their examinations. They seduce fellow male students or examiners to assist them write their examinations or award them pass marks as the case may be, thereby exposing them to danger.

Role of Business Education in Curbing Social Vices

Consequently, social vice is a very serious problem that can destabilize any society or nation. Business education is a programme that prepares learners for future life. The philosophy and goal of Nigerian education is the acquisition of appropriate skills, abilities and competencies both mental and physical as equipment for the individual



to live and contribute to the development of the society (Federal Republic of Nigeria, 2004). The aim of establishing business education is therefore, to develop in the students vocational skills and ability to engage themselves in productive activities at their leisure time, rather than getting involved with social vices. Education is a long-term investment by the state to make itself a better place in which to make a living. What this statement simply means is that education is an instrument of change and transformation in order not to lag behind in changing times and changing conditions. This is what Business education as a course was established to achieve. Business education as a value free and value laden subject has the capacity to build sound morals and integrity in all facets of the life. It serves as an aid to changing the value system of the people and as a means of re-appraising undue obsession to materialism and primitive wealth accumulation which is the mania that is somehow responsible for corrupt practices in the society which invariably thwarts our national development.

Goals of Business Education and Implication for Social Vices

Business education has been carefully designed to meet basic skills, knowledge and capabilities to function either as a business teacher or business executive. When speaking about the objectives of Business education, the following goals are outlined:

- To help develop in all students, the ability to choose wisely the goods and services that business has to offer.
- To make available to all students the opportunities to explore and learn about the world of business and the possible interests and potential careers it has to offer.
- To assist in developing an intelligent understanding on the part of all students of the various occupation to be found in the world of business.
- To develop in practical ways an understanding and an appreciation of the actual function of our economic system.
- To enable students acquire business knowledge and skills that may be needed for personal use.
- To prepare students to enter into and follow business as a career.
- To prepare students for more effective study in the field of business.
- To prepare students to perform business activities common to many professional areas.



Measures for Alleviating Social Vices

Establishments that are out to tackle the problem of social vices in Nigeria include the police, courts, prisons, private social work organizations, among others.

The Police: Many laymen as well as penologists hold that the police are all too often corrupt or incompetent (Hess, 2008). In the views of MCfeely (2001), the police do a fairly effective job of combating crime by arresting offenders. The simple fact is that the civilians' knowledge and professional skills have been inadequate in handling crime and criminality.

Courts: The courts are praised by some for their dispassionate adherence to "the rule of law", criticized by others as unscientific, inhumane and failing to match dispositions to the needs of the community and the individual defendant. Courts do a reasonably efficient job of convicting the guilty and freeing the innocent, but if mistakes are made, the guilty sometimes go free and the innocent on comparatively rare occasions go to prison or are executed (Crotts, 1996).

Prisons: According to Chikpandu, (2012) many people including wardens and superintendents themselves, declare that prisons are abysmal failures that they turn prisoners back into the community worse than they were when they came in.

Private Social Work: Many private social work agencies and institutions are highly regarded by some observers and considered superior to their public counterparts in the areas of prevention and treatment (Dressler, 2008). He however, pointed on the other hand that although some benefits can be derived from these sources, such results as are measureable and have been measured indicate that we do not know enough as yet to be able to bring about basic changes in personality, attitude and behaviour with any degree of consistency attached.

Business Education's Challenges and Prospects in Alleviating Social Vices

Education by way of emphasis is an instrument of change and development. According to Akpa, (2000), Business education is seen as a course that prepares students for entry in advancement in jobs within business, and prepares them to handle their own business affairs and function intelligently as consumers and citizens in a business economy and should be harnessed to see its possibility of alleviating social vices.

Business education is the production of manpower who possess the requisite knowledge, skill and attitudes for harnessing other resources and bringing them into a



cooperative relationship that yield the goods and services demanded by the society for the satisfaction of their wants and needs. The implication is that business education takes the lead in providing the recipients with self-employment which will indirectly alleviate the social vices in a nation. One can recall the usual saying that "an idle man is a devil's workshop". Hence, if one does not have something doing he/she may indulge in one form of social vices or the other.

As pointed out earlier, Business education acts as a means of reducing social vices in that, those who graduate reading Business education never depend on white collar jobs only as they go into businesses and ensure that they earn a living. Also, the magnitude of social vices could be reduced through functional business education, which should be integrated into school curriculum right from primary school to enable the students to develop vocational skills that will make them to be self-employed even if they find it difficult to proceed to the higher level of education.

Business education however, is that education which prepares students for entry into and advancement in jobs within business and prepares them to handle their own business affairs and function intelligently as consumers and citizens of a given economy (Nwaokolo, 1994). This indicates that business education has a formidable force in equipping youths with the appropriate skills, knowledge, abilities and competencies to enable the individuals or group of individuals to be self-employed and self-reliant leading to sustainable economic growth and social vices reduction in any society.

Ways of Reducing Social Vices

As a tool for alleviating social vices, Business education can employ the following ways:

- Establishment of agricultural related centers
- Establishment of business centers which involves acquisition of computers for typing documents and photocopier for photocopying documents.
- GSM business like phone call, sale of GSM starters pack, sale of handset and repairs.
- Establishing of private vocational schools which involves training of secretaries, computer operators and so on.
- Organizing workshops and seminars for organisations in recruitment activities.
- Having stationery shop
- Being a consultant like secretarial consultancy
- Supplying and distribution of goods and services
- Sales promotion of all products for different establishments and advertising.



Conclusion

In conclusion therefore, social vices arise mostly from unemployment and lack of parental upbringing. Business education remains a veritable tool for alleviating social vices in Nigeria and plays a great role in stemming social vices found in most institutions of higher learning today. Business Education and each of the arms has professional associations. Hence, the federal government's effort in alleviating social vices can only be meaningful if all hands must be on deck, if measures for alleviating social vices can be identified and if the officers of the Nigeria Police Force are ready to do an honest job. Our graduates must possess self-management, conceptual, analytical and lifelong learning skills beyond the basic training provided by the traditional educational system. It is on the bases of these that Business education is seen as the education for a vocation, and bridging the gap between theory and practice.

More so, Business education stands out as the way forward for one to become self-employed. It is a means to an end and it has been able among other disciplines to cut across every profession, as it is a versatile profession. The qualitative production of business education graduates would indeed help in the reduction of social vices in the country. However, this poses a great challenge to business educators, government, parents, and indeed all stakeholders.

Recommendations

The following among others were recommended to alleviate social vices:

Awareness about Business education programme should be made known to the members of the public.

Career information should be provided by schools to help students to relate interest needs and abilities to occupational opportunities in business.

Children should be encouraged by their parents on the need to enroll for business education programme as it offers the necessary skills, knowledge and competences which help to bridge the gap between theory and practice.

Government should provide adequate employment to all job seekers through financing and granting of loans.

The police force should be well equipped for effective patrol, thereby curbing social vices.

Business education teachers / lecturers should live an exemplary life style as it is easier for students to learn from teachers and to make them role models

Business educators should be guided by moral, psychological and physical support to students by teaching it, preaching it, and living by it, as this will help students avoid or deal with social vices.

Parents should be vigilant and not leave everything to teachers as moral education is not only for schools.