



**NIGERIAN JOURNAL
OF
BUSINESS
EDUCATION**

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

ISSN: 2408-4816

Volume 7 No 1

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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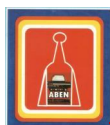
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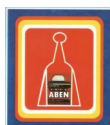
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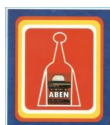


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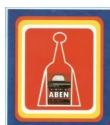
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PLOTTING PATHWAYS ACROSS TRANSFORMATIONAL CHANGES IN BUSINESS EDUCATION: A *DESIDERATUM* FOR EMPOWERING LEARNERS TO ENGAGE THE WORLD

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Abstract

This paper attempted to plot pathways across transformational changes in business education which if followed will certainly empower business education learners to engage the world. To set the tone of the discourse, misconceptions and challenges of ideal business education expectation framework such as issues and challenges posed by curriculum, technology, specialization, professionalization, accreditation, keyboarding, shorthand and teaching students to find work were broadly synthesized. It was clearly revealed that the nature of work has changed because businesses and organizations are transforming in dizzying speed. The changes brought to the workplace include but not limited to the way business communicates, improving business security, keeping business organized, helping in cost management, enabling remote working, etc. It was shown that the first and second Industrial Revolution brought dramatic changes but these changes cannot be compared to transformations which came with development of digital systems communication and rapid advances of computing power that have accentuated new ways of generating, processing and sharing information. Yet, these changes are nothing compared to the expected digitization impact on the capabilities of humans and machines which the Forth Industrial Revolution, described as cyber-physical systems, will unleash. The conclusion is that a new kind of training is necessary, a training in basic, intermediate and advanced digital skills needed by business education students for employability in the digital workplace of the future thereby meeting the expected market demand of over 230 million jobs in Sub-Saharan Africa alone. It was recommend among others, that business educators must seize opportunity presented by digitization to leverage on big data, connectivity, and analytics so that the future which reflects the objectives and values of business education discipline can be realized.

Keywords: *Plotting Pathways, Transformational Changes, Empowering Learners, Engage the world.*



Introduction

In the past few years, themes of our conferences have been dominated by contemporary issues, trends, challenges and strategies influencing the practice of business education. In our word today, change is pervasive, constantly evolving and affecting every sphere of human endeavor. It is therefore, instructive to understand that the frequency and speed of these changes makes it imperative that as business education professionals, we must be on our toes so that business education practice remains relevant in fulfilling the objectives of human resources development capital with which it is charged. Furthermore, the dissenting voices amongst business education professionals of recent point to overwhelming dissatisfaction of the *status quo* in the implementation of business education curriculum in Nigeria tertiary education system. These negative trends are amplified by incongruent subject-mix, non-professional business educators manning or influencing business education programmes and explosion in technological transformations that have rendered certain practices in the profession irrelevant or obsolete. It is obvious therefore, that a collective action needs to be taken and urgently too, by the Association of Business Educators of Nigeria (ABEN) to reposition business education to deliver on its mandate of training citizens who are capable of engaging the world.

The world has changed, the workplace has changed, learners have changed and the way business is done has also changed. It is therefore, axiomatic that education has to change. Emile Durkheim in Agboola (2014) captured the matter succinctly when he observed that educational transformations are always the result and symptom of social transformation in terms of which they are to be explained. In order for the people to feel at any particular moment in time, the need to change its educational system, it is necessary that new ideas and needs have emerged in which the former system is no longer adequate. This is the case now more than ever as changing economic paradigms has necessitated continuous repositioning of cultural, social and educational systems as countries gravitate towards a globalized community. Nigeria cannot afford to lag behind and business education must take its fair share in constructing this future so that its teeming youth will be empowered to engage the world confidently.

Overview of Business Education

It is only proper to start with the familiar posture of concept clarification not necessarily to be excessively precise or pedantic but for much more important



purpose of thinking and discovering issues from a common perspective. Business education has variously been defined by experts and we are familiar with those definitions. For the purpose of our discussion, business education would be viewed from two perspectives: vocational and applied technical education perspective and general education perspective. From vocational education objectives, business education is an organized educational programme, offering a sequence of courses directly related to equipping students with skills necessary to perform particular functions in an office or data processing occupation; it will also provide him or her with the understandings and knowledge needed for conducting personal affairs and for using the services of the business world (Calhoun & Finch, 1982). This is generally referred to as education for business. As a general education component, business education is a combination of courses offered to all individuals in the school system irrespective of their career aspirations and this is referred to as education about business or consumer education.

Business education as education for business belongs to vocational education family and derives its vocational objective from that relationship. It is therefore; because of this special relationship that business education vocational objective espouses its relevance in preparing students for initial employment to upgrading existing skill, and to retraining in new and/or related business and office occupations. Relating to the issue of vocationalization of business education is the semi-vocational objective of business education that ensures that many business skills lead to advancement in professions or occupations other than those directly related to business. This explains why a well-trained business educator can fit into and succeed in other careers.

Education about business benefits every student but more importantly it benefits business education students as it offers them comprehensive training to gain information about business; have intelligent understanding of the various areas of work; promote their discriminating use of services and resources as consumers; efficient execution of personal business affairs and developing their skills with tools to cope more effectively with college demand. It is therefore very clear that many definitions of business education by scholars derive from the objectives explained above.

The goal of business education therefore is to prepare students for specific career in office occupations, equipping them with requisite skills for job creation and entrepreneurship and exposing them to the knowledge about business together with a



good blend of computer technology (Edokpolor & Egbri, 2017). One of the most common observations related to the relevance of business education was expressed by Umoru (2015) that it is one of the vital programmes in Nigeria universities with capacity to bring about required liberation and stimulation of the citizens for national development. He further explained that business education is intended to inculcate into the student understanding, values, knowledge, business skills and technical skills required in the world of work and for teaching other students. The skills to be learned by business students are technical, manipulative and thinking habits applied to social media tools and machines, tasks, procedures and operations. Furthermore, these skills are necessary to operate new technologies that social media platform depend in the real world of work and are required globally by business, employees and individuals. Similarly, Salome (2014) agrees that business education inculcates in its recipients attitudes, knowledge, skills, values that are required in the world of work. Emphasizing the role of business education Amor and Udo in Umoru (2015) emphasize that it improves personal qualities and builds the attitude of individual that are necessary for adjustment to personal and employment situations and also provides knowledge, skills and competence for individuals to function well in office occupation and also create jobs for themselves and others.

In summary therefore, it is implied that on graduation a well-trained business educator should be able to produce healthy, literate, skilled and self-reliant citizens as teachers; facilitate administrative services in the public and private sector of the economy; produce goods and services by creating and managing businesses as entrepreneurs which engage others for the survival and development of the society.

Clarifying Misconceptions and Challenges of an Ideal Business Education Expectation Framework

As earlier stated, issues, trends and challenges bedeviling business education in general term have been discussed in our conferences in the past five years. Today, not much has changed because, issues as technologies, insecurity, governance, poverty, unemployment, outdated skills, curriculum, methods of teaching, teacher's competence, funding, program administration, learning environment, globalization, etc., still remain on the front burner. Be that as it may, I have chosen not to give indebt academic treatment on these issues here. First, for the already mentioned fact that enough literature has been accumulated by the Association based on the past five years discussion on the matter and secondly, because participants in this conference



will turn their search light on every aspect of these conference sub-themes, I will select few issues in my opinion that have left business education in Nigeria toiling on a lower plane of professional reality.

The Curriculum Challenge

Achieving an ideal business education curriculum should not be viewed as an event but a continuous cycle that requires relevant curriculum mapping, interpretation, implementation and review. Such a curriculum should provide pre-vocational and vocational preparation, skill training and broad-based business understanding. The challenge is whether business education curriculum as provided by National Universities Commission is adequately and constantly reviewed to meet new developments in the field of business education. The curriculum for Office Technology and Management (OTM) in the polytechnics was released in 2004 and 15 years after, it has not been reviewed. Furthermore, it is understood that NUC Business education curriculum is a minimum benchmark and that universities are empowered to enrich the curriculum to meet current practice. Here is where the problem starts. Heads of business education departments in many universities seize this opportunity to bastardize the curricular by putting in courses to match their educational background and that is why we now have business education, management; business education, human resources; business education, entrepreneurship; business education, accounting; etc.

It is a common knowledge that USA is the global leader in business education. In that clime, business education is of elite quality because of organizations such as the Association of Advance Collegiate Schools of Business (AACSB) and National Business Education Association (NBEA). These two bodies placed business education in an enviable pedestal in the USA. It is true that business education does not contain the same curriculum and structure in one country as it does in the next. Erden and Tekarslan (2014) explain that business education programme tends to differ in the number of core courses and elective required, the integration of the industry in their academics, and any specialized areas offered in business. It is very clear that business education is best defined as a combination of courses selected from marketing, accounting, economics, business/management and administration, law and technology together with industry and teacher education integration. But in



Nigeria, business education is misinterpreted as business education (accounting), business education (marketing), business education (office technology); and ridiculously business education in any other thing else. The integration of technology into the right combination of business subjects and constant review of curriculum to ensure currency in practice are the minimum required for meaningful business education training.

It is a common knowledge that curricular used in our tertiary institutions hardly go through any form of review. As we earlier stated, while the curriculum in the polytechnics were last reviewed in 2004 that of the universities was last reviewed in 2008. This is not good. How can a curriculum used in this millennial age be not reviewed for that long? The Office Technology and Management curriculum was well conceived to produce graduate with the requisite skills in the workplace but fifteen years after, a lot of it has become outdated. Unfortunately it was designed in a way that business educators cannot separately make any substantial review. The business education curriculum in the universities are known to be the minimum requirement but it is not known whether business educators in the system review it to sufficiently cater for the currency of skills required in the workplace. Furthermore, no one can say whether those who mapped out this curriculum were business educators themselves and whether the stakeholders' inputs were sought. At any event, no curriculum should go un-reviewed after five years especially, in this age of technology transformation. The IFC (2019) rightly advised that universities need to urgently make digital education curriculum shifts with an understanding that 50% of subjects knowledge acquired during the first year of a four-year technical degree will be outdated by the time a student graduates. It is important therefore, that business educators at the university level must seize the opportunity, on yearly basis, to engage their peers to rejig the curriculum, adapting massively new technologies which are influencing how and what can be taught resulting hopefully, in limitless opportunities for business education curriculum offering so that students will be equipped to work with these emerging technologies.

The ideal business education curriculum which is aimed at realizing vocational and general education objectives must include two areas of instruction as explained in the framework below.

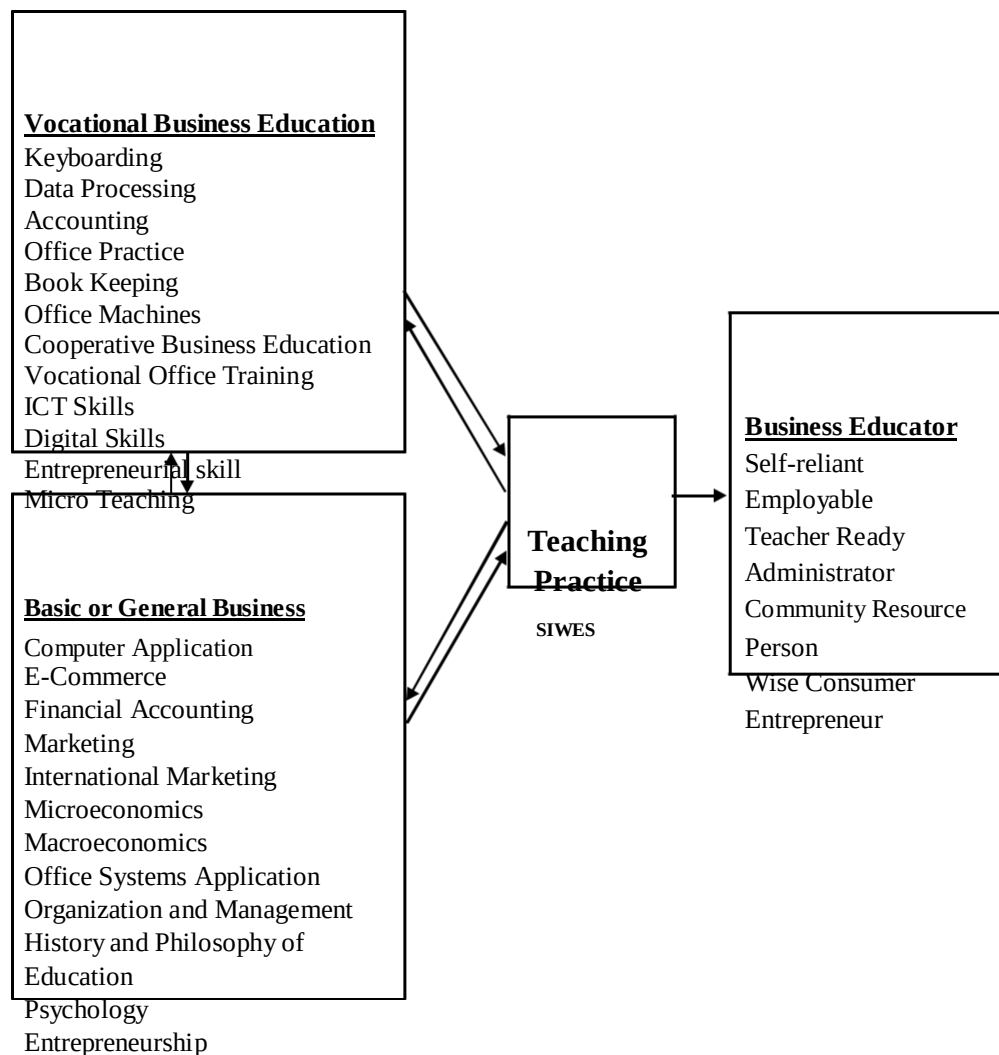


Figure 1: Ideal Business Education Framework

First, the basic or general business and varied courses as listed (and more if necessary) can be combined to achieve the required basic or general business objective. The second is the vocational business education objective where the entry-level skills in various business and office occupations are emphasized. As can be seen in the framework, these skills are also varied and a proper combination makes the difference regarding the emergence of the products that would come through business education training. There is the need to emphasize the emerging digital skills which must require incorporation into business education training so that its graduates will be prepared to compete for jobs globally.



The Challenge of Technology

It is difficult to imagine an effective education system today without technology because technology has changed our world starting with personal life, social life, in school and at work. The argument is not whether technology is useful but how it can be applied optimally. For avoidance of doubt, technology comes in various forms and capabilities such as electronic textbooks, gamification, simulation technology, computerized grading, active learning classrooms, flipped classrooms, massive open online courses and collaborative distance learning environments. Technology is seen globally as entrepreneurial and job creating engines that business education can help ignite. On the other hand, technology includes products that will store, restore, operate or receive information in a digital form. The challenge however, is how business educators can fully harness the enumerable benefits of technology in education when the Information and Communication Technology (ICT) infrastructures can hardly support any kind of meaningful operation.

It is pertinent to understand that vocational office training is the exclusive preserve of business education students, especially the office technology and management component hitherto known as office education, secretarial education or secretarial science. Furthermore, it is the office skills possessed by the business educator that distinguish him from other professionals who work in the office. The office depends on ICT to drive its functions and the worker who has these ICT skills is the business educator. It is clear therefore, that other basic or general business objectives of business education are complementary to various occupational skills as no other professionals have right to claim them. This is the reason business education training must emphasize ICT skills. If the technologies that help to imbue these skills are not adequately provided, as is the case in third-world countries like ours, the business educator must break all barriers to get trained and implement Bring Your Own Device (BYOD) policy. Whether there is power supply or not; whether equipment needed for training are supplied by our various institutions or not; and whether other barriers militate against ICT implementation or not; business educators cannot afford to be barriers to ICT usage by reason of incompetence. If a business educator is not a competent user of ICT in all his professional duties, such a business educator is like fish out of water because water is to the fish what ICT is to the business educator.

Specialization versus Unification

As a matter of fact, business education as we know it today emerged in Nigeria in the early 1960s as a solution to the quest for advanced degrees in secretarial education



then known as office education. Other traditional business courses such as administration, accounting, management, marketing, etc., have taken root and are available at master's level. The earlier progenitors of business education felt that the course was being viewed as shorthand and typewriting and decided that a tripod arrangement which fused accounting, distributive education and secretarial education was needed to inject academic content into the programme. It is unfortunate that some business educators that found shorthand examination so difficult to pass contrived options in accounting, marketing and secretarial education just to side-step shorthand.

Meanwhile, secretarial training existed only in the polytechnics until 1980 when Rivers State University of Science and technology established a degree programme in Secretarial Science. It is therefore correct to say that if many universities had established secretarial education at the degree level, business education as we know it today might not have existed except, of course, at the masters and doctoral levels, that is, if secretarial science degree have not matured to award those degrees. To buttress this stand, in the United States of America where business education emanated, specialization is alien as there is nothing like business education (accounting, marketing or office technology).

From the public perception of business education, parents, school administrators, government officials, legislators and employers are yet to have a firm grip of what business education discipline offers. While some see business education as education majors who teach in schools, others see it as shorthand and typewriting. Prospective students hardly choose business education perhaps because of the same reason of not knowing what it is and majority who were drafted into the discipline as a second choice come into the programme as a last resort and soon begin to seek exit into other programmes when they come face to face with shorthand. Effort made to explain to them that shorthand is just one of the business subjects they need to learn falls on deaf ears as they seek to study business administration, accountancy, banking and finance, etc.

From the perspectives of the business educators, many quite correctly understand that business education is a relatively new concept in the committee of disciplines and entails a detailed study of core business subjects together with industry training and teacher preparation so that graduates will have dual advantage of effectively practicing business and teaching it. However, many business educators who were trained believing that business education is a form of accounting, marketing or office



technology education missed the point. Some believe that if business education is misconstrued as specializing in accounting, marketing or office technology, then business education may be viewed by many as unnecessary since bachelor degrees are being offered in marketing, accounting, etc., in universities across the country. The only option left for business education practitioners is to espouse undiluted business education as a field of specialization where core business subjects, industry training and teacher preparation are interlaced with technology to achieve unity. For the avoidance of doubt, business educators can emphasize areas of strength without necessarily specializing as we know that doctoral degree in business education has no specialization.

Professionalization in Business Education

As we all are aware, the practice of business education is left to graduates of business education alone. Whereas in the United States where we borrowed business education from and, in fact in other climes, a graduate of business administration who qualifies as a teacher and has industrial training is regarded as a business educator. Pertinent questions to ask at this juncture are: Did we shut out business graduates albeit inadvertently when we kept the door open only for graduates of business education? Is there any reason why a graduate of business administration who have had industry/teaching qualification and is practicing/teaching in a university not be allowed to be a member of ABEN? Have we by our action limited the scope of our business education by precluding those who would have joined hands to make business education in Nigeria a profession equal to none?

One thing is very clear in my mind and that is that a policy decision needs to be made by ABEN regarding the type of business education to be adopted in Nigeria. In this matter, there are two options.

1. Do we hold on to undiluted business education handed over to us by our forerunners which espouses a well-integrated business courses in accounting, marketing and secretarial technology together with industry and teacher training component? Or
2. Do we borrow a leaf from the USA where anyone grounded in core business disciplines who acquired industry and teacher training can freely practice business education?

If we select the former option, then a concerted effort is required by business educators in collaboration with the ABEN to ensure that undiluted business education programme prevails in all universities in Nigeria. This implies that there



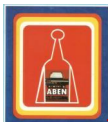
will not be options in accounting, marketing and office technology and management. This dangerous trend of options gave birth to bastardization where institutions now award business education degrees in any discipline. We need to take note that National Universities Commission (NUC) clearly outlaws options and never provided for it in the first place. If it is decided that the latter option be adopted, that is, that we should open up to other core business graduates who possess industry and teacher qualification, then a lot of public education is required for those concerned to embrace the decision. The advantage is that the population of business education practitioners will be enlarged as every business teacher both at the secondary and post-secondary levels will become qualified as a business educator.

Another challenge is lack of professional development programme where challenges of contemporary nature in the discipline could be articulated and administered to members for growth and development. Another purpose that professional development programme will serve is to ensure that only qualified business educators are admitted into the profession.

The Shorthand Debate

I must confess that one of the major reasons I decided to deal with practical issues undermining business education in Nigeria was due to the heated debate ongoing then on our platform regarding the continued retention of shorthand and typewriting in business education curriculum. This is an excellent opportunity to examine the issue.

First and foremost, there is no controversy over the existence of some knowledge-based business courses, because management, accounting, marketing concepts etc., have not changed. So, basic things we know will remain and their relevance is immutable. On the issue of typewriting, it should be noted that with the phasing out of the typewriter, typewriting is now a component of keyboarding. All typewriting features are fully integrated into word processing. Therefore, keyboarding is alive and well. However, in the years gone by, typewriting was treated like an orphan and only business educators offered the course. But as soon as computer was introduced and became a component of many disciplines, everyone is jostling to teach computer without taking the keyboard aspect into consideration. The unfortunate thing is that while those who operate the computer keyboard with one finger are claiming ownership of computer-related skills teaching, business educators are shying away



from ownership of keyboarding and also insisting that the subject be made compulsory for all students in tertiary education system in Nigeria as is the case in other climes. This is a challenge that must be resolved by our Association.

On the issue of continued relevance of shorthand, the big question is, should shorthand be removed from business education curriculum? For the school of thought that believes that shorthand should remain in the business education curriculum, they have genuine reasons. Let us examine some of them:

1. Shorthand enables a business educator be a rounded professional because it makes him a better organizer and an excellent language communicator.
2. A shorthand writer covers meetings, conferences, rallies like no other professionals.
3. Shorthand remains in the curricular of secondary schools and if it is removed, where will the teachers be trained?
4. Confidential secretaries are still required in offices and organizations.
5. Shorthand is a unique subject because it distinguishes the business educators from other professionals. So, they argue that without shorthand there is no business education.
6. If shorthand is dropped, business education will be taken over by non-business educators.

For the school of thought that believes that removal of shorthand is long overdue, some of their reasons include:

1. Shorthand discourages students from taking up business education.
2. Students already admitted into business education programme abandon business education because of shorthand.
3. Very few shorthand experts are available to teach the subject and others who are in the majority discourage shorthand.
4. As a skill subject, little time given to shorthand in the universities lecture time table is not adequate for its training.
5. It was because of the fear of shorthand that options are emphasized and students take up accounting and marketing leaving office technology and management to less than a few students.
6. The students have no interest in shorthand at all.
7. National Universities Commission never recognized shorthand and has never provided for it in its bench mark.
8. Universities offering shorthand have devalued it by teaching only principles of shorthand under a nomenclature called Office skills.



9. Some universities do not have shorthand in their business education curriculum at all. After all, nobody is insisting on it, not even the NUC. The ABEN who fought for its retention thus far can only bark but cannot bite.
10. What is worth doing is worth doing well and since shorthand is no longer done well, it should be dropped.
11. Moreover, ICT gadgets can be used to record conversation and transcribed when needed. In fact automated voice recognizing typewriter and PC speech recognition software are already in the market.

I believed that enough reasons have been adduced for and against the retention of shorthand. While it pains me as one of the few experts in shorthand to espouse its extinction, I am convinced that retaining shorthand in our curriculum will only damage further the business education profession. This is because over 90% of business education graduates who are supposed to know shorthand knows nothing about it and pretense is dangerous. A related problem is the limited interest the students and the lecturers have in shorthand. It is a fact that business education inculcates in the recipients skills, values, competences and attitudes required in the world of work and since the workplace is changing, digital skills need to take the centre stage and business education should drive that change. It is very instructive to note that Office Administrator position also called Office Assistant, Personal Assistant, Administrative Assistant, Office Manager or Secretary is alive and well. However, you need to know that shorthand skill is no longer mentioned as skill desired for office administration. The office skills desired today are: communication, filing/paper management, bookkeeping, typing (which should be at 50 wpm, slightly higher than the global standard of 39 wpm), equipment handling, customer service, research, analytics, project management, technology savvy and self-motivation skills.

The Interlopers

My observation down the years clearly revealed a dangerous pattern where people take three different degrees and claim to be business educators simply because one of those degrees is in business education. The variants of these kinds of combined degrees are so many that one can hardly number them. For instance, if one takes a first degree in educational management, a second degree in economics and a third in business education, how can such a person claim to be a business educator? This scenario pervades our educational landscape and when such people are given the opportunity to plan business education curriculum, they normally put together what suits them. They must plan a curriculum to make themselves relevant by putting in all



kinds of courses they were trained in. When these teachers become professors, they are untouchable and tend to complicate matters for business education professionals. Those who are interested in business education should be encouraged to take their degrees in business education to avoid jack of all trade and master of none syndrome.

Challenge of Institutional Administration

Cursory look at universities running business education in Nigeria reveals a hodgepodge arrangement in the name of business education. Unfortunately, universities seem to understand what business education ought to be but prefer to run it anyhow just to bolster their revenue profile. Whereas, in universities where qualified and very senior business educators are heading business education programme, the proper thing is done, other universities where business educators are not in the helms of affairs, anybody is hoisted to implement anything in the name of business education. That is the reason universities award B.Sc. (Ed.) degrees (business education) human resources, entrepreneurship, management, etc.

Student population explosion is another issue related to institutional administration, as it is a common place now for such managers to fill the classrooms with too many students for the sake of revenue without commensurate facilities including qualified personnel to teach. The result is that students are graduated from the programme that knows next to nothing in business education.

Accreditation Challenge

Accreditation by the National Universities Commission (NUC) which is meant to ensure standard has become an albatross to a healthy business education offering in Nigerian universities. Sometime, the ad-hoc team deployed to oversee an accreditation process is compromised as non-business educators are employed by the NUC and in some instances head of the team. The danger here is that non-business educators find it difficult to examine business education programme when they obviously lack the knowledge to understand what the programme is all about. This situation makes it possible for the institution to present a business education camouflage and get away with it. Furthermore, when half-baked business educators are put in the team to accredit business education programme, they see it as opportunity to force the issue by approving whatever combination of courses presented either in ignorance or to reflect their training background. After all, the principle of self-preservation will always come into play in any human situation. Another issue related to accreditation is window-dressing as institutions do everything possible to gather facilities and equipment from which ever source in



order to secure accreditation but such materials disappear immediately after accreditation.

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The Challenge of Teaching Students to Find Work

Before the industrial revolution, people earned their living as contractors, trade people, crafts people and small business owners. Then came industrialization and the concept of working for someone else became the vogue. It was a crazy idea then and viewed as unnatural, unpleasant and an inhuman way to work but ironically that abhorrent, and even a disdainful way of making a living have now become an addiction and a *modus vivendi*. However, it seems the world of work has gone a full circle and like it or not, employment seekers face the reality of today's workplace which is temporary as there is no guarantee that full employment is in the offing. It should be recognized that the path to a traditional job today is often through temporary or contract work. Albeit, there is work available, but a lot of it is not in form of a traditional job but in form of contract and temporary employment with little or no benefits not to talk of pension.

The fundamental challenges for business educators that have been turning out graduates who invariably found a job, is to turn out employees who are entrepreneurs with enterprising approach to finding work. It is time business educators realized



that a business education degree alone cannot give business education graduates job. In order to produce graduates with entrepreneurial mentality to market themselves and meet the needs of the employers, business education students must acquire self-marketing skills needed in the sectors that they want to work. Teaching these skills is a huge challenge and that is why McGowan (2019) insists that the biggest weakness in the post-secondary education sector in all countries is the lack of experience in today's work-place by those who are responsible for education policy, funding, administration and delivery. Going forward, he suggests that we must find ways to educate those already in the education system about the challenges of earning a living in today's workplace and hire people at all levels that have this type of experience. Only then can we realistically align the educational system with the needs of today's graduates. This is important because the Fourth Industrial Revolution will affect other disciplines. For instance, it is reported that IBM Watson Software gives better legal advice than lawyers and it is feared that in the USA come ten years' time, young lawyers will have no job. There is also Software that is said to perform cancer diagnosis four times more accurate than any human and doctors are jittery. With the arrival of Artificial Intelligence, it is predicted that we will have no need for referees in a football match. What this implies is that as business educators, it will be foolhardy to expect our job to be the same forever and that we will be isolated from the impending digital tsunami. Jobs will be lost and jobs will be created albeit in different forms. The only solution is to be prepared for these new jobs. Fortunately, business educators have digital skills already albeit in limited form. All that is required is up-scaling to intermediate and if possible advanced digital skills. We shall get to that letter.

Transformational Changes that can Empower Business Education Students

The world has witnessed three industrial revolutions each impacting on human kind in immeasurable ways. The First Industrial Revolution used fossil fuels to mechanize production. The second used electricity, both wired and wireless communications as new forms of power generation. The third came with development of digital systems, communication and rapid advances of computing power that have accentuated new ways of generating, processing and sharing information. The decade 2010-2020 has become synonymous with the transformation decade. By transformation, we mean the state of being transformed, the act of process of transforming, change in form, appearance, nature or character. The Third Industrial Revolution is the Shift Age



which brought unprecedented technological transformations that have changed our life forever and is responsible for the globalized community the world has become. The Shift Age has come with digital revolution which is reorganizing the way we live, the way we work and the nature of the world of work. Almost everything is in a state of shift. The way we communicate has changed and will continue to change, in form, appearance and character. The shape of work has changed and with it the economy and workplace. Technology, education, health and every other thing is changing. We can no longer live the way we were living before. Life itself will have to be redesigned and together with the way we learn and work.

These changes are affecting our lives in ways that point to the beginning of the Fourth Industrial Revolution which is better described as the advent of cyber-physical systems where digitization is expected to impact on the capabilities of humans and machines beyond expectation. Though these capabilities are relying on the technologies and infrastructure of the Third Industrial Revolution, the Fourth Industrial Revolution represents innovation based on combination of technologies to create new ways in which technology become embedded in our lives. Billions of people are now connected with mobile devices which have unprecedented processing power, connectivity, access to knowledge, storage, retrieval and sharing. Technological breakthroughs are expected in Artificial Intelligence (AI), robotics, autonomous vehicles, Internet of Things (IoT), quantum computing, etc. While the scientists are doing their things, business educators must grab a big chunk of the opportunities presented by digitization leveraging on the convergence on big data, connectivity and analytics in order to create the future that reflects our common objectives and values. This is why plotting pathways to enable business education students have a foothold on the future becomes imperative.

In the advanced knowledge economy in which the world is fast and firmly immersing, convergent digital technologies will be the driving force as the human nature becomes inextricably tied to the social recognition of new media ecologies. While the challenge of unemployment is real and threatens the survival of nations, business educators should ensure that business education graduates are not trained for jobs that no longer exist. Already 20% to 30% of youth experience unemployment in some Mediterranean economies and according to Peter (2019) there is genuine concern of what it will be like for such group to experience unemployment as a permanent condition. As 2019 draws to a close, more than 212 million people are already out of work, up from 201 million according to



International Labour Organization (2015). Nigeria's share of unemployment is a lot worse as 120 million people are said to be living in poverty and over 80 million of that proportion is said to be unemployed or under employed. This picture points to one direction - that employment as a means of absorbing the teeming unemployed is attenuating. The reality is that students should now be prepared for work and not for job.

Before we get to the kind of job which the future holds, it is necessary that we understand that businesses and organizations are transforming in a dizzying speed making the nature of work as we know it to change forever. Not long ago, businesses had to deal with piles of paper work, holding meetings in defined venues, travel expenses sky-rocketed and communication across all levels of management were difficult indeed. Major operational and communication issues have been unbounded by technology. There is the need to understand how technology has reshaped the workplace so that business educators can see the need to change the way they teach business. According to Prasad (2018), some of the changes brought to the workplace by technology are:

1. **Changing the Way Business Communicates:** The arrival of smart phones, sound networking site, chat apps, has brought communication to a new level. Communication has become fast, instantaneous, more deliberate, collaborative, and unified. With technology you do not need to be present in your work place every time.
2. **Keeping it Fully Organized:** Systems like Project Management Software helps in building, delegating, reviewing and assessing a task. It helps to fix responsibility, accountability efficiency and time delivery of task assigned to people. The modern work place has now made innovative products and software to increase the work flow and boost efficiency.
3. **Making Operations More Productive:** Business nowadays rely on business productivity software which enable managers to more easily track progress during every phase of goal completion and offer immediate reinforcement or coaching. This keeps performance and deadlines on track.
4. **Helping in Cost Management:** Improving profitability is the ultimate goal of any company. Due to innovations, technological software such as SaaS can be installed to eliminate manual handling of a task by automating wherever possible and focusing on integration of different tasks.



5. **Keeping Business Secure:** Technology plays a vital role in keeping business workplace secure by providing end-to-end hardware and software based data encryption so that only authorized personnel are able to retrieve and read it. Fingerprint and facial recognition features give an added level of security to the system at the work place.
6. **Giving Customizing Options:** Technology has made it possible to customize any software according to the variable business needs. Facility management software can be used by organizations to manage their day-to-day operations.
7. **Increasing Collaboration:** Technology has completely changed the way companies collaborate by easily connecting with people anywhere at any time. This increased collaboration has brought a high level of flexibility in communication that allows employers, coworkers and managers to connect with each other easily.
8. **Reducing the Risk of Security Breaches:** Stealing critical and important information was easy in the past, but now with the use of technology, the threat of data theft and leak have been reduced. It is now easy to check on the employees' online communication to ensure they don't get involved in fraudulent practices which are against the intent of the company.
9. **Improving Efficiency of Employees:** Time management has now become easier with the help of modern technological tools. These tools have helped in optimizing the daily working routine and enabling the employees to focus on the most important tasks.
10. **Enabling Remote Working:** New technology has enabled remote working, teleconferencing and co-working space which has completely reshaped the workplace. Mobile and Cloud technology has allowed instant and remote access which enables internet-based models. This has resulted in interconnected workplaces not tied to one location, but many. They are hinged together by virtual conferencing, complete connection and portability. Cloud technologies and improved IM systems have helped the employees to work from anywhere with the click of a mouse. Video Conferencing has made it possible to coordinate with the best employees no matter where they are.

Now that it is clear that businesses are quickly changing, the nature of work is changing with it. What this means is that the traditional job as we know it is likely to

change and must give way to a new concept called work. The rest of the world is aware of these changes. The changes bring opportunities and according to Kigotho (2019) this is mainly on the area of digital skill demand. Digital revolution is blowing across the globe currently and the world of work is in need of digital skills to survive while employees must focus on acquiring digital skills.

Digital skills refer to skills related to the use of technology. It is a digital literacy which is defined by Cornell University Digital Literacy Resource (2019) as the ability to find, evaluate, utilize, share, and create content using information technologies and the internet. According to the World Bank (2018) digital skills are separated into three: basic, intermediate, and advanced. UNESCO (2017) uses a digital skills framework that divides them into basic, generic and higher levels. It explains that basic digital skills are entry-level functional skills required to make rudimentary use of digital devices and applications. Intermediate digital skills are the skills that enable an individual to make substantive and beneficial use of online applications and services. Similarly, advanced digital skills are the group of skills that form the bases of specialist (information and communication technology) occupations and professions. This is very clear in figure 2 below:

Basic Digital Skills	Intermediate Digital Skills	Advanced Digital Skills
Ability to access and use digital technologies to perform basic tasks. Examples: • Functional use of digital devices • Online Communication via emails • Funding, managing and storing digital information and content	Ability to use technology to perform work-related tasks. Examples: • Using professional software for presentations, analytics, accounting, project management. • Digital marketing, social media analytics • Web design, graphic design	Ability to perform special tasks in professions in the information and communication technology industry. Examples: • Computer language programming • Cloud computing, network management • Artificial intelligence • Data Science, big data analytics • Cyber security

Figure 2: Basic, Intermediate and Advanced Digital Skills. Adopted from IFC Report, 2018

International Finance Corporation (IFC) (2019) predicted that over 230 million jobs in Sub-Saharan Africa will need digital skills by 2030. To buttress the point that digital skills is the transformation of this century, the World Bank Group Office, Accra Ghana (2019) reported that a global digital revolution is underway and is not



likely to bypass Africa and affirmed that in Ghana over nine million jobs will need digital skills by 2030 effectively translating to about 20 million training openings.

In the same vein, World Bank (2019) also sheds light on the crucial need for digital skills as a driver of economic growth and competitiveness. It highlights the mandate of the African higher education system as a primary agent of transforming lives by expanding employment prospects in sub-Saharan Africa. However, the report faulted the current training in the computer literacy and application of technology in most universities and vocational education and training (TVET) institutions in sub-Saharan Africa. It is believed that the current effort in computer application instruction only equips our students with basic skills, whereas intermediate and advanced skills in digital marketing are required to meet the challenges of the future. Since business educators were the most positioned to utilize new technologies, a concerted effort is needed to focus on digital skills training for employability and meeting the market demand. The question is can the current training models meet the digital market demand? The method of training used currently has failed due to rapid technological changes that are profoundly disrupting labour market. According to IFC (2019,) stakeholders are urged to consider teaching digital skills not only as business opportunity, but a chance to reconceive the future of work across the continent. Towards this goal, the IFC suggest that African higher technical education should engage faculty with practical experience to teach successful digital courses as digital skills are inherently practical, and staff that can teach by example and understand business application for these skills ensure their relevance to market needs.

Faculties in third-world universities seem to be battling to maintain the traditional delivery experience but the blossoming EdTech sector has started a transformation journey that is now overwhelming higher education with innovative educational tools that can spice up the learner experience inside the classroom. Hommel and Zuchowicz (2019) put forward an alternative viewpoint that subordinates the adoption of EdTech to the emerging needs of modern day students on digital nature. According to them, nothing has disrupted higher education more profoundly than the changing attitude and lifestyles of students. As digital learners, they no longer seem to fit into an educational system designed prior to the Fourth Industrial Revolution.



They warned that universities need to accept the harsh reality that their clients require new learning models that go beyond the use of state-of-the-art technologies as alternative vessels for delivering the same type of learning experience as before. Herein lies a clear pathway for business educators to thread because the disruption of the main traits of learners who can no longer be motivated or engage while using old fashioned and outdated pedagogy, need a new direction. The new direction as emphasized by Hommels and Zuchowicz (2019) is that students are increasingly seeking educational experience where pedagogy and learning design correspond to the world they live in, in this context, technology is a means to an end.

The paradigm shift is that the world should be the classroom of the future and technology is driving this transformation. Business educators must create pathways for the integration of students into leaning communities with life in a global context. When viewing learning through the lens of communal constructivism, Zuchowicz and Hommels (2019) insist that the diversity of student and their contexts become core ingredients of the learning experience by enriching collaboration and social knowledge production. Technology is important in driving this force and the reality is that technology is pervasive and for the students to survive in tertiary education and the business world, they must know and use technology.

If we are still wondering why technology is important Wantulok (2015) lists some of the reasons to include that students and teachers demand it; students are digital natives; they can learn on their own; with technology, there are no limitations, and technology has the ability to enhance relationship between teacher and student. It must be understood that technology goes beyond learning computing skills, it is now part of every aspect of our lives and students who understand it are the ones likely to succeed in business world.

Another transformation dimension worthy of note and requiring adjustment by business educators is the reality that the nature of work is changing and that today's job are increasingly likely to be held by workers who use their heads than their hands. Soft skills, or power skills which include communication, collaboration, critical thinking and ability to make quick decisions are now the most required skills by employers. A report published by Deloitte Insight (2019) found that the future of work is human, more meaningful and female. According to the report, woman



currently dominate the fastest growing jobs-the non-routine jobs of the head while men dominate the jobs most susceptible to automating- manual occupation involving repetitive tasks. To meet the need of the future the report concluded that all employees will need to build skills and capacities that have traditionally been more the domain of women. In addition, the trend globally is that workers are working flexibly and some businessmen are offering staff the option of working from home because physical proximity to other people is becoming important.

Teaching has transformed and is still transforming daily across universities. Digital devices are responsible for some radical changes. Digital devices have changed everything because they promote personalization, offer direct access to everything, support the mashing of media, and are interactive and mobile. In this regard, Heick (2019) explains that if literacy is understanding how to read and write, then anything read or written/created digitally is first and foremost about reading and writing, but with unique nuance in socializing ideas, multimodalities, complex methods of tagging and curating, endless acronyms and initialisms, fluid transfer from one form (a tweet) to another (a YouTube video) to another (a YouTube video tweeted) to another (a shorter gif version of that video then pinned on pinterest) to another (ultimately arriving as a meme that is then shared on Facebook)

In all these, deft hands of business educators are required to make the adjustments. Teachers are now involved, more especially in developed countries to both learn, plan, publish, share and collaborate endlessly with colleagues in other countries and also support their students ensuring that the students do the same with their peers. Unfortunately, in developing countries, like Nigeria, it is not very clear whether it is understood that education is now emphasizing hybrid skills and this in itself is a problem.

Education has changed and professional teachers must not only be aware of it but get ready to change. But one needs to know how education has changed. The art of handwriting is dying, along with it is the traditional library research skills. I am sure you remember a course called the use of Library. Today we have a millennial generation-iPad and mobile phone bearers who no longer know a world where alternative exist to internet when completing an assignment or picking a book in the library but who are more aware of the frequently used mantra, 'Google-it'. Across universities in Nigeria, the Library are empty as students hardly visit those magnificent buildings.



The least expected of business education teachers is to ensure that technology is utilized to improve teaching and learning so that the students can be successful as technology has rooted its way into the day to day existence of everyone. With technology, education does not have to stop at the finish of the school day, they can access the lecturers, resources and assignments through the web whenever and wherever so long as there is internet connection and bandwidth has improved in Nigeria to make internet connectivity easier. Technology-based projects can inspire students to think and collaborate as opposed to memorizing, whether they are using Web for research or to correspond with other students or experts who are not physically present. These projects, likewise help them learn technology skills they will need to succeed in the modern workplace (Khan, 2019). Internet of Things (IoT), the interconnection via the internet of computing devices which are embedded in everyday objects, enabling them to send and receive data is a powerful digital transformation in education. The business educator should no longer be a teacher at the chalkboard, books, and homework at night and the 'Sage on stage' in classrooms, but an enhancer of knowledge, a mentor and an adviser.

Conclusion

The only thing constant in our world today is change. From the Information Age to the current Shift Age, new technologies, especially digitalization, has taken over. The proliferation of open education resources such as mobile devices, learning platforms, and hyper-personalization of learning points to a new model for the future of education. This can only lead to student-centered learning experiences that are customized, amplified, authentic relevant and resilient. The reality facing business educators is the digital native learners that have disrupted the traditional learning process as we know it while the teachers are grappling with adaptation of technology, seeking for the right kind of pedagogy, curriculum mix, and provision of requisite resources to do the job. It is unfortunate that challenges of inadequate technology provision and accessibility, outdated curriculum, teacher competencies, etc. remain unsolved. But we can no longer bemoan these challenges if we must avoid being co-authors of our own misfortune. It is time to think out of the box by adopting proactive, even radical approaches not only to ensure that our graduates are adequately prepared to compete favorably in the global workplace but also to guard against our profession being taken away from us. How can we do this? Bring Your Own Device (BYOD) should be enforced as this will increase greater student



engagement, participation in personalized learning, access to uber-trendy pedagogical apps and abundant free-flow of information. Business educators should encourage student-driven learning by becoming facilitators not protagonists of their students' education as this will ensure acquisition of the aforementioned skill-based wisdom as low-hanging fruits which they can harvest to become inquisitive problem-solvers and innovators.

Recommendations

The following recommendations are made:

1. Business educators must seize the opportunity presented by digitization to leverage on big data, connectivity, and analytics so that the future which reflects the objectives and values of business education discipline can be realized.
2. Emphasis must be laid on incorporation of digital skills training so that business education graduates will be equipped to compete for jobs globally.
3. The ideal business education curriculum must encompass basic general business, vocational business education, teaching practice and Students Industrial Work Experience Scheme.
4. Professionalization in business education should be encouraged where options are eliminated and first, second and third degrees in business education espoused.
5. Shorthand should be dropped from business education curriculum and keyboarding emphasized, made compulsory for all graduates and domiciled in the Business Education Department.
6. Bring Your Own Device (BYOD) should be enforced since it is clear that universities cannot provide computers for all students. This will increase students' engagement and participation in personalized learning.

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INTEGRATING E-COMMERCE IN BUSINESS EDUCATION CURRICULUM FOR GLOBAL COMPETITIVENESS

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Abstract

This study focused on integrating ecommerce in business education curriculum for global competitiveness. Two research questions guided the study and two null hypotheses were tested at .05 level of significance. A descriptive survey research design was adopted. The population consisted 221 business educators. A structured questionnaire was used for data collection. The instrument was validated by two experts in business education. The reliability of the instrument was ensured using test re-test technique. Data collected were analyzed using Pearson Product Moment Correlation Co-efficient formula which yield reliability co-efficient of 0.77. Mean and standard deviation were used to analyze the research questions while ANOVA was used to test the null hypothesis. Findings revealed that the ever changing technological age has resulted to the need for change in the curriculum content so that the recipients can compete favourably in the world today. It was recommended amongst which includes that there is urgent need to review the business education curriculum to include the ecommerce needs of business education students. Efforts should also be made to highlight in the curriculum the current skills which are crucial for employment within Nigeria and the global village for business education students to continually be relevant in the ever changing technological world.

Keywords: *Integrating, E-commerce, Business Education and Curriculum*

Introduction

Business education was brought to lime light and given prominence by the new national policy on education in 1977. This policy has been severally reviewed. It is a programme of study which is geared towards equipping the learners with employability skills and knowledge which would enable them create or acquire jobs. According to Aqual (2014), Business education programme has been implemented for more than three decades now, yet graduates of the programme are also plagued by



employment. After going through the process of formal and non-formal education, the learner is expected to be able to contribute effectively to life activities in the society. The ability to contribute effectively includes the learner's ability to be gainfully employed in one job or another. Nedum-Ogbede (2017) noted that the national curriculum conference of 1969 resulted among other things into increase in the number of subjects studied in schools with the aim of making education more relevant. Despite all these reviews, it appears that the country is still facing lots of problems. This is because after successfully completing formal education programmes which business education is inclusive, the recipients or graduates are not sure of getting jobs.

Business which is referred to as the organized efforts and activities of individuals to produce and sell goods and services for profit ranges from a sole proprietorship to an international corporation. However, business applied in education is therefore called business education which is described as an education for and about business. Its primary purpose is to prepare individuals for gainful employment in business occupation with paid employment or self-employment. The emphasis is on our exposure to and acquisition of knowledge, skills and attitude relevant and adequate for employment in specific business occupations. The value of any business education program could be determined by its ability to adequately prepare and equip appropriate individual in such a manner that they could fit into specific jobs, become technologically relevant, internationally competitive and economically prosperous, if properly packaged and adequately delivered. Aquah 2014 supported this by stating that for business education to provide the individual with knowledge, skill, and attitude needed to take up readily available jobs or openings in the global job market, it becomes imperative that our educational system must function optionally and the curriculum must encompass the most current topics that will provide the requisite knowledge and skills that will enable individual compete globally. A question therefore arises on how we can, as expert educators enrich our curriculum to address the ever changing global concerns.

Curriculum according to Okoye in Obi (2017) is defined as an aggregate of all experiences planned for learners under the auspices of the school. The curriculum offerings at the tertiary institution levels do not cater for some of the needs of the current century skills. The challenge here lies on how to ensure that the input (curriculum) and process (delivery system) provides satisfactory output that can compete globally in the labour market. In order to achieve this, there is need for integration of ecommerce in teaching of business education



E-commerce (electronic commerce) is the buying and selling of goods and services, or transmitting of funds or data, over an electronic network, primarily the internet. These business transactions occur either as business to business (B2B), business-to-consumer (B2C), consumer-to-consumer or consumer-to-business. It is a type of business model that focuses on doing commercial transactions through electronic network such as the internet.

Ecommerce draws on technologies such as mobile commerce, electronic fund transfer, supply chain management, internet marketing, online transaction, processing, electronic data interchange (EDI), inventory management systems, and automated data collection systems. According to Rashad and Adnis (2012), daily growing of internet technologies presents complicated opportunities and challenges to organizations. Technology has come to stay and so has ecommerce which has a lot to offer to our changing world today.

The advent of ecommerce in Nigeria brought about positive changes amongst the people and the society at large. Nir (2007) maintained that ecommerce has a potential to add a higher value to business and consumers in developing countries than in developed countries. Oguejiofor and Ezeabasili (2014) also stressed that development of a nation depends on the amiable technical knowhow yet most developing country-based enterprises have failed to reap the benefits offered by modern information technologies (ICT). Through the use of ecommerce, most Nigerians now live comfortably with the service rendered to satisfy their human needs.

It is imperative that companies and educational sector understand how important it is to move along with the changing world, hence the need to fully integrate ecommerce in business education curriculum to ameliorate persistent problems of employment and for global competitiveness.

Statement of the Problem

It is not just sufficient in this global age to be knowledgeable in any one discipline or profession. What matters today is knowledge about the myriads of issues and problems or challenges plaguing mankind today. One of the problem which is unemployment has been an issue in Nigeria even before the advent of business



education, hence the establishment of the program. The programme is meant to produce competent, skillful, and dynamic individuals for roles such as employee, entrepreneurs and employer. Our world is fast changing and it's being taken over by modern technologies, as a result of this, ecommerce is considered as a standard in industry. More people around the world increasingly tend to buy, sell, transfer or exchange products, services and/or information through the computer mediated network and internet. To salvage these situations, there is the need for integration of ecommerce in business education curriculum to produce competent and skillful individuals that can compete with their counterpart globally in the ever changing technological world.

Research Questions

The following research questions guided the study

1. What are the ecommerce competencies needed by business education students?
2. What are the positive contributions of ecommerce to business organizations?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance

1. There is no significance difference in the mean responses of business educators as regards the ecommerce competencies needed by business education students for global competitiveness on the basis of area of specialization.
2. There is no significance difference in the mean responses of business educators as regards the positive contributions of ecommerce to the business organizations on the basis of area of specialization

Method

Descriptive survey design was adopted for the study. This design is considered appropriate by the researcher since the study intends to collect data from business educators on the need to integrate ecommerce to business education curriculum for employability and competitiveness. The population for the study consisted of 221 business educators from eight colleges of education and seven universities that offer business education programmes in south-east Nigeria. The entire population was used for the study since it is of a manageable size.



A 20 item structured questionnaire was used for gathering data for the study. The questionnaire was validated by two experts in business education. Cronbach alpha reliability technique was used to ascertain the internal consistency of the questionnaire items and the computation yielded a reliability coefficient of 0.79. The questionnaire was structured in a five-point rating scale with response categories as “strongly agree”, “agree”, “undecided”, “disagree”, and “strongly disagree”. A total of 215 copies of questionnaire were administered to the respondents by the researcher with the help of two research assistants. The total of 203 copies of the questionnaire were retrieved and used for data analysis. Mean scores and standard deviation were used in answering the research questions while ANOVA statistics was used to test the null hypotheses. The null hypothesis was rejected where the F-cal value was equal to or greater than the F-crit value; otherwise the null hypothesis was retained.

Results

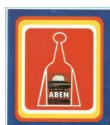
Research Questions 1:

What are the ecommerce competencies needed by business education students for global competitiveness?

Table 1: Mean responses on the ecommerce competencies needed by business education students for global competitiveness

S/N	Competencies Needed by Business Education Students	Mean	SD	Remarks
1.	Low financial cost	4.01	0.81	Agreed
2.	Potential income	4.43	0.73	Agreed
3.	Sell internationally	3.91	0.86	Agreed
4.	Personalized online experience	3.89	0.86	Agreed
5.	Affordable employees	4.49	0.77	Agreed
6.	Easier to encourage impulse buying	3.71	0.04	Agreed
7.	Easy to retarget or remarked to customers	4.11	0.81	Agreed
8.	Customers get a less invasive experience	4.13	0.33	Agreed
9.	Gain access to customer data easily	4.51	0.72	Strongly Agreed
10.	Able to process a high number of orders.	3.81	0.72	Agreed
Mean of means		4.14		Agreed

Data in Table 1 show that the respondents strongly agreed in one of the items, and simply agreed with all the remaining nine items as the ecommerce competencies needed by business education students for global competitiveness.



Research Question 2

What are the positive contributions of ecommerce to business organizations?

Table 2: Mean responses on the positive contributions of ecommerce to business organizations

S/N	Positive Contributions of Ecommerce to Business Organizations	Mean	SD	Remarks
1.	Ability to make online-shopping and order tracking	3.71	1.02	Agreed
2.	Ability to make domestic and international payment.	3.99	0.42	Agreed
3.	Ability to secure electronic tickets	3.25	1.14	Agreed
4.	Ability to make online banking	3.66	0.90	Agreed
5.	Ability to use digital wallets	3.40	0.91	Agreed
6.	Ability to make document automation in supply chain and logistics	3.69	0.83	Agreed
7.	Ability to manage enterprise content	3.78	0.81	Agreed
8.	Ability to use shopping software messaging	3.32	1.06	Agreed
9.	Ability to make group buying instant messaging	3.81	1.02	Agreed
10.	Ability to print on demand.	3.42	0.89	Agreed
Mean of Means		3.87		Agreed

Data in table 2 show that the respondents agreed on the items as positive contributions of ecommerce to business organizations.

Testing of hypotheses

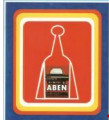
Null hypotheses 1

There is no significance difference in the mean responses of business educators regarding the ecommerce competencies needed by business education students for global competitiveness on the basis of area of specialization.

Table 3: ANOVA result of business educators regarding the e-commerce competencies needed by business education students for global competitiveness.

Variable Decision	Sum of Squares	Df	Mean of Means	F.Cal	F. Crit	Dec
Between groups	79.56	42	1.89	2.40	0.05	NS
Within groups	1984.21	161	12.32			
Total	2063.77	203	14.21			

Data used to test the first null hypothesis reveal that the sum of squares between groups is 79.56 with a mean square of 1.89. Similarly, the sum of squares within



groups is 1984.21 with a mean square of 1.89. The degrees of freedom are 42 and 161 respectively. The f.cal value was $1.43 < 2.40$ f. crit. The result shows that there is no significant difference in the mean responses of respondents regardless of their area of specializations. Hence the analysis shows that all respondents regardless of the area of study share the same opinion regarding the e-commerce competencies needed by business education students for global competitiveness. Thus the null hypothesis is retained.

Null Hypothesis 2

There is no significance difference in the mean responses of business educators regarding the positive contributions of ecommerce to business organizations on the basis of area of specialization.

Table 4: ANOVA result of business educators regarding the positive contributions of ecommerce to business organizations.

Variable Decision	Sum of Squares	Df	Mean of Means	F.Cal	F. Crit	Dec
Between Groups	99.56	42	2.38	2.40	0.05	NS
Within Groups	1984.21	161	12.32			
Total	2063.77	203	14.21			

The result of data used to test the second null hypothesis reveals that the sum of squares between groups is 99.76 with a mean square of 2.38. Similarly, the sum of squares within groups is 1894.22 with a mean square of 11.77. The degrees of freedom are 42 and 161 respectively. The f.cal value was $1.59 < 2.60$ f-crit. The result shows that there is no significant difference in the mean responses of respondents regardless of their area of specialization on the positive contributions of e-commerce to business organizations. Thus the null hypothesis is retained.

Discussion of Findings

The findings presented in table 1 show that the ecommerce competencies needed by business education students. There is need to educate business education students on ecommerce skills for globally.

The first hypothesis reveals that there was no significant difference in the mean responses of respondents regardless of their area of specialization on the ecommerce competencies needed by business education students for global competencies. Table 2 also revealed that respondents agreed on the entire item as the positive contributions of ecommerce to business organizations.



Conclusion

Based on the findings of the study, it was concluded that business education students need e-commerce skills in their curriculum to equip them with skills needed for employment and financial freedom since that is what business organizations need to move their business to a greater height.

Recommendations

In view of findings and conclusions of this study, it was recommended that

1. There is urgent need to review business education curriculum to include the e-commerce competencies needed by business education students.
2. Efforts should be made to highlight in the curriculum the current skills which are crucial for employment within Nigeria and in the global village for business education students to continually be relevant in the ever-changing technological world.

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THE IMPACTS OF EVALUATION IN BUSINESS EDUCATION ON ECONOMIC AND SUSTAINABLE DEVELOPMENT IN KANO STATE, NIGERIA

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Abstract

This study investigates the impact of evaluation in business education on economic and sustainable development in Kano State. Two research questions were answered and two null hypotheses were tested at 0.05 level of significance. This study used survey design. The population of the study comprised of four hundred and forty-eight (448) business education graduates in Kano State. One hundred and ninety-six (196) was sampled using Research Advisors Sample Size Table 2016 revised for good representation of the population. Purposive sampling technique was also used for the study to select the sample which recommended that only business education graduates who graduated were regarded as respondents of the study. The instrument used for data collection was structured questionnaire. The research questions were answered using mean and standard deviation, while null hypotheses were tested using regression analysis in order to determine the impact of evaluation in business education on economic and sustainable development of Kano State. The findings were stated among which is, there was significant impact of evaluation of business programme on economic development in Kano State, Nigeria. Based on the findings, conclusion was made such as proper and regular evaluation in business education programme need to be put in place so as to check the programme thoroughly in order to realise its objectives on the economic and sustainable development of Kano State, Nigeria at large. Recommendations were also made among which is adequate evaluation in business education should be made properly and regularly for the programme at any point in time so as to assist the system for producing competent graduates who can use their skills in development the economics of the Kano State in particular and Nigeria as a whole

Keywords: Evaluation, Business Education, Economics & Sustainable Development



Introduction

The Nigerian educational system in totality as well as Kano State on the other hand and the business education programme in particular require constant and regular evaluation, so as to justify the achievement of their objectives for the benefit of competent graduates, using functional equipment, as well as providing qualified lecturers to the society using proper, regular and constant evaluation. Evaluation refers to the process of diagnosing, investigating, and ascertaining of any programme for the purpose to realise that whether the objectives, targets, or goals of the programme have been achieved or were defeated by some problems such as technical knowhow, ingredients, labours, capital as well as management of the programme. Evaluation can be referred to as a systematic ways that the professional, competencies especially in business education programme undergoing and followed in order to identify the strength and the weakness of the programme using evaluation techniques such as formative and summative evaluation so as to come up with concrete solutions that would booster the nature and capacity of the programme.

This is in line with the position of Charity (2018) who stated that educational evaluation is a method to prove whether the expectations and aims of educational process reflect reality. It is used to obtain information which is used to draw conclusions which assist in decision making. It is an on-going process which includes researching and collecting information from different sources about the learning process, about the content of a programme, about the method, the context, and the outcomes of an educational activity (Charity, 2018). Charity (2018) stated that based on the evaluation one can draw conclusion and recommendations. Evaluation is the process of making value judgments on the basis of pertinent information that can be gathered about any significant aspect of the educational programme. Evaluation is designed to equip graduates with the necessary skills and competencies required to learn in the learning environment. Evaluation is a systematic and continuous process of assessing the contents, learning experiences and instructional objectives in relation to the business education programme (Dabbari and Ibe, 2012).

Business education refers to the discipline or programme of study that equips the graduates with two functional skills. The functional skills are as follows: office work and teaching skills in order to learn and solve his or her societal problems (Mahmoud, 2017). Business education is a programme of study that trained the



participant to acquire skills, which will lead its graduates to fit into the field of work. This is in line with Adeshina (2017) that business education defined as a training system that encourages the beneficiary to acquire skills that fit into the world of work. He further goes ahead that business education encompasses with attitude, knowledge and skills needed by all citizens in order to effectively manage their personal business and economic system. It is also an embodiment of vocational knowledge and skills needed for entry-level of employment and advancement in a broad range of business careers. Based on the above definitions that put more emphasis on the knowledge and skills needed which are required for the individual to acquire skills, for the purpose to be self-reliance member(s) of the society by entering into business sector even if they are government workers, company workers as well as personal workers or graduates which would lead them to engage in the field of business.

Otamiri (2013) maintained that Business education involves the study of technologies and related sciences and acquisition of practical skills (including teaching skills), attitudes, understanding and knowledge related to the occupation of the various sectors of the economy and social life. Udoh (2015) asserted that business education covers a wide range of the spectrum of economic activities. Ohiwerei and Azih, (2010) opined that business education as a subset of the general education that can be seen as the development of a person's head, heart and hands for his self-fulfilment and optimum services to humanity. And business education is a field of training in business practices and in specific skills such as accounting, information processing keyboarding/typewriting and shorthand, (Onu, 2011).

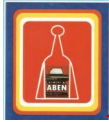
Aliyu (2013) saw business education as education for the development of skills/competencies, attitude and attributes which are necessary for the efficiency of the economic system. Utoware and Edionwe (2012) maintained that business education equips the youths with certain economic and business concept as a vehicle for understanding and analysing of the world in which they life. This also is in line with Udoh (2013), said that business education is a programme of study that prepares its recipient to be knowledgeable and to be employable in various fields of human endeavour (white-collar jobs), as well as visionary, required skills to explore, establish and run their business successfully if so desired. Enwemasor (2016) opened that business education refers to the study that provides one with business



enterprises. The business education makes one a job creator rather than the job seeker. Based on this business education equips one to be job creator rather than a job seeker for the improvement of economic development through proper evaluation (Enwemasor, 2016). The mentioned activities such as job creator could be achieved using evaluation in business education programme.

Evaluation in business education is paramount importance so as to diagnose the actual nature of the business education programme throughout from the foundation of the programme to the level of the competent graduates who were graduated from the programme in which to identify that the skills of the graduates displayed or processes in the labour markets satisfied in relation to the development of the nation as well as Kano State in particular. Evaluation in business education refers to the systematic process that professional business educators followed in order to ascertain that whether the individuals' graduates of business education achieved several skills such as accounting skills, economics skills, marketing skills, office technological skills, vocational and technical skills entrepreneurship skills as well as teaching and managerial skills for the purpose to assists, helps and guides the graduates in order to improve the level of economics and sustainable development as far as to enhance the society in order to promote its sustainability.

Evaluation in business education is designed to realize that graduates achieve the necessary skills and competencies required to learn in the learning environment. Evaluation in business education is a systematic and continuous process of assessing the contents, learning experiences and instructional objectives (Dabbari and Ibe, 2012). Evaluation in business education is to make value judgment on the adequacy or otherwise of a business education programme. Mustafa, Bonaci, Neamtu and Hintes (2013) highlight the importance of sustainability issues in business curriculum by thorough evaluation so as to produce competent graduates for the development committee such as Kano State Oluwodun (2010) described evaluation as a process or cluster of processes enacted to provide data so that decision can be made as to whether something should be accepted or changed, modified or eliminated. Evaluation is designed to equip graduates with the necessary skills and competencies required to learn in the learning environment. Evaluation in business education is a systematic and continuous process of assessing the contents, learning experiences and instructional objectives of programme such as business education as



well as its problem being solved (Dabbari and Ibe, 2012). Conlin, and Stirrat (2008) who are the opinion that too much evaluation is difficult for the programme to produce competent graduates neat and firmly demarcated form of evaluation based on the model derived from project logical frameworks are no longer appropriate to the fluid and complex forms development of community. Based on the important of evaluating the programme of study such as business education programme, is to provide the programme with the qualified lecturers, competent graduates, effective method of teaching, functional equipment mentioned but few, for the improvement on economics and sustainable development of Kano State in particular and the Nigeria at large.

Statement of the Problem

The increase of incompetent graduates in business education nowadays need to call for the evaluation of business education programme of study so as to teaches, trains and equips business education graduates with necessary skills, knowledge and attitudes used to govern the activities of works in order to improve the economic and sustainable development of the society. Through, regular and constant evaluation of the business education programme needs to be done for the future benefits of graduates, colleges and Kano State in particular. But researcher observed that business education programme lacks proper, regular and constant evaluation which faces with serious problems in the areas of providing incompetent graduates, disqualified lecturers, shortages of availability and utilization of physical facilities essentially in classrooms space, books among others. This is in line with the position of Oladeji and Ojewale (2011) who noted that some of the colleges of education are not evaluating their business education programme thoroughly that lead them to producing incompetent graduates, using inadequate of functional equipment as a result of inadequate evaluation resulted to poor preparation and delivery of lessons by lecturers to the graduates. Even though, in general terms there have been serious effort made in order to meet the criteria for effective business education programme development particularly in colleges of education in Kano State, Nigeria but it could not produce competent graduates, qualified lecturers functional equipment on economics and sustainable development due to lacks of proper and constant evaluation. The same cannot be said of many colleges of education in Northwest Geopolitical Zone, Nigeria but are not enough for the survival of the business education programme. Lacks of regular and constant evaluation in business



education programme will not provide competent graduates with the proper skills, knowledge, and attitudes in performing their duties or activities professionally such as accounting skills, marketing skills, and office automation skills, these skills for providing economic and sustainable development. Many study concentrated on evaluation of business education programme on challenges and changes, by Shuaibu, Ameh, and Barinem (2016) while the present study is differ from the previous studies in the process of considering constant and regular evaluation of producing competent graduates, emphasising for providing business education programme with functional equipment while teaching using effective teaching method that benefit the business education programme with proper assessment of reading materials given to graduates by the lecturers through mentoring relationship between seniors' lecturers and assistant lecturers for the enhancement of business education programme. The problems mentioned earlier that this study seeks to address.

Research Questions

1. What is the impact of evaluation in business education on economic development in Kano State, Nigeria?
2. What is the impact of evaluation in business education on sustainable development in Kano State, Nigeria?

Research Hypothesis

1. Evaluation in business education has no impact on economic development in Kano State Nigeria.
2. Evaluation in business education has no impact on sustainable development in Kano State, Nigeria.

Methods

The study used survey design, in order to source data from the opinion of the respondents using structured questionnaire among the population of the study. This is in line with the position of Anikweze, (2015) that survey design are applicable in sourcing data due to the assessment of attitudes, achievement, feelings, opinions and perception of a large number of people at a particular time using questionnaire among the population of the study. The population of the study made up of four hundred and forty-eight (448) graduates in business education programme in Kano



State, Nigeria. The breakdown of the population is as follows: three hundred and sixty (360) of the respondents consisted of NCE business education graduates, eighty-eight (88) were B.Ed. Business Educators' graduates across the metropolitan local governments' area of the state. Purposive sampling technique was used in selecting the respondents of the population those who are business educators' graduates. Sample sizes of the study were selected using Research Advisor Table 2016 of one hundred and ninety-six (196) served as a sample size of the population for the study. The questionnaire had fourteen items which were designed as an instrument for data collection. The respondents responses were rated in form of their opinions such as strongly agree (4) agree (3) disagree (2) and strongly disagree (1). The instrument was validated via experts' judgement before carrying out pilot study. The pilot study was conducted using (16) respondents such as ten (10) NCE business Education graduates and six B.Ed. business Educators (06) at Federal College of Education Kano State who are nearest to the population of the study and they have the same features of the population for the study. The result of the pilot study splits into two using split half test and tested the reliability using Pearson Product Moment Correlation Coefficient and derived the reliability of 0.86.

The researcher administered the questionnaire with the help of eight research assistants who are business educators' graduates one from each local government who were briefed on how to fill the questionnaire by the respondents, in order to assist the researcher in the process of collecting data within 1 week of administration. 113 copies of questionnaire were collected back that consists of thirty (30) B.ED business educators and (83) NCE business Education graduates and analysed using both descriptive and inferential statistics. The decision rules for research question was 2.5 and above as agree and below that is considered as disagree. The hypotheses were tested at 0.05 level of significance, if P-calculated value is equal or greater than the Alpha value ($0.05 >$), then the null hypothesis is retained and concluded there is no significant impact between the groups. The null hypothesis is rejected when P-calculated value is below the Alpha value ($0.05 >$) can concluded that there is significant impact between the groups.

Research Question 1

What is the impact of evaluation in business education on economic development in Kano State Nigeria?

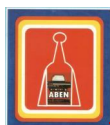


Table 1 Means Responses on the impact of evaluation in business education on economic development in Kano State Nigeria.

S/N	Positive Contributions of Ecommerce to Business Organizations	Mean	SD	Remarks
1.	Proper evaluation in business education will bring competent graduates who can use their skills to increase the level of economic development in their day to day activities in Kano State.	2.5	1.55	Agree
2.	Thorough evaluation in business education will assists in minimising economic problem by removing obsolesces areas and lead to the economic development in Kano State	2.7	1.63	Agree
3.	Good evaluation in business education promotes level of marking strategies so as to improve the economic development of Kano State.	2.8	1.44	Disagree
4.	Proper evaluation in business education will provides graduates with the accounting skills for the utilisation of economic development.	3.0	1.68	Agree
5.	Thorough evaluation in business education could lead to protect the problem of financial implication such as over or under budgeting so as to reduce emblems of money by the workers of their day to day business transaction while buying of functional equipment for the improvement on economic development.	2.8	1.90	Agree
6.	Proper evaluation in business education may influence the economic development of Kano State by providing it with qualified lecturers, buying functional equipment only when they are needed as well as producing competent graduates who may use their talent in developing the state.	2.9	1.80	Agree
7.	Constant evaluation in business education programme is needed in order to produce competent graduates who can use their talent on economic development for the improvement of standard of leaving of the Kano state.	3.3	1.70	Agree
Grand Mean		2.86	1.67	Agree

Source: Field survey, 2019

What is the Impact of Evaluation in Business Education on Economic Development in Kano State, Nigeria? The results of the data analysis shown in Table 1 indicate that constant and regular evaluation does not have much differential impact on the NCE and B.ED graduates. NCE and B.ED graduates had a mean of 2.86 and a standard deviation of 1.67. Both graduates agree with the impact of constant and regular evaluation in business education on economic development in Kano State Nigeria. The inference that can be drawn is that the seven (7) items had fundamental impact



on evaluation in business education on economic development in Kano State, Nigeria in order to improve the business education programme at the Kano State, Nigeria.

Research Question 2:

What are the impacts of evaluation in business education for sustainable development in Kano State, Nigeria?

Table 2 Means Responses on the impact of evaluation in business education on sustainable development in Kano State Kano State.

S/N	Positive Contributions of Ecommerce to Business Organizations	Mean	SD	Remarks
8.	Proper evaluation in business education will bring competent graduates who can increase the sustainable development in their day to day activities in Kano State and Nigeria at large	2.5	1.55	Agree
9.	Adequate evaluation in business education will assist in minimising economic problem and lead to the sustainable development in Kano State, Nigeria.	2.5	1.64	Agree
10.	Good evaluation in business education promotes level of marketing strategies so as to improve the sustainable development of Kano State, Nigeria.	2.7	1.44	Disagree
11.	Proper evaluation in business education will provide office technology and management graduates with office administration and management skills that can be used to work in an organisation on sustainable development of Kano state, Nigeria.	2.6	1.61	Agree
12.	Thorough evaluation in business education programme could lead to reduce the problem of redundancies among the business education graduates before and after graduation and provide them with entrepreneurial skills that help, assist, and guide them to create their works to do in order to earn their living thereby improving sustainable development in Kano State.	3.0	1.69	Agree
13.	Proper evaluation in business education programme could influence the business education graduates 'on sustainable development in Kano State Nigeria by providing them with adequate skills for handling their works before or after graduation.	3.1	1.45	Agree
14.	Regular evaluation in business education programme is needed in Kano State on sustainable development for the improvement of standard of living of the state.	2.9	1.46	Agree
Grand Mean		2.76	1.55	Agree

Source: Field survey, 2019



What are the impacts of evaluation in business education for sustainable development in Kano State, Nigeria? The results of the data analysis shown in Table 2 indicate that constant and regular evaluation does not have much differential impact on the NCE and B.ED graduates. NCE and B.ED graduates had a mean of 2.76 and a standard deviation of 1.55. Both graduates agree with the impact of constant and regular evaluation in business education on sustainable development in Kano State Nigeria. The inference that can be drawn is that the seven (7) items had fundamental impact on evaluation in business education on sustainable development in Kano State, Nigeria so as to improve the business education programme at the Kano State, Nigeria.

Null Hypothesis 1

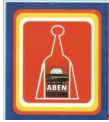
Evaluation in business education has no impact on economic development in Kano State Nigeria.

Table 3 Summary of regression analysis on the impact of evaluation in business education programme on economic development in Kano State, Nigeria

Summary Model	β	Standard Error	t	r-cal	R^2	Adjusted R	Sign
NCE	2.640	.4945	.341	0.476	0.227	0.170	0.000
B. ED	3.494	.8184	.272				

Source: Field survey 2019 $P > 0.05$

The regression analysis on table 3 was to determine the impact of evaluation in business education programme on economic development of business education graduates in Kano State. The result revealed a constant Beta value of 2.640 (NCE) with the t-value of 5.341 against the coefficient value of 3.494 (B.Ed.) and t-value of 4.272. The R-value was 0.476 with R^2 -value of 0.227 and Adjusted-R of 0.170 with a p-value of 0.000. The result indicated that evaluation had a variance of 23% (r^2 0.227 x 100) impact in business education programme on economic development of business education graduates in Kano State. This means that for each single increase in Evaluation practice, there was an increase of competent graduates on economics development of 25%. The observed=0.000 was less than the α value (0.05) indicating a significant impact of evaluation in business education programme on economics development in Kano State. This implies that Evaluation had



significant impact on economics development in Kano, Nigeria. Hence, the null hypothesis was rejected.

Null Hypothesis 2

Evaluation in business education has no impact on sustainable development in Kano State Nigeria.

Table 4: Summary of regression analysis on the impact of evaluation in business education programme on sustainable development in Kano State, Nigeria

Summary Model	β	Standard Error	t	r-cal	R ²	Adjusted R	Sign
NCE	2.257	.2379	.524	0.336	0.113	0.47	0.000
B. ED	3.267	5066	.454				

Source: Field survey 2019 $P > 0.05$

The regression analysis on table 4 was to determine the impact of evaluation in business education programme on sustainable development of business education graduates in Kano. The result revealed a constant Beta value of 2.257 (NCE) with the t-value of 9.524 against the coefficient value of 3.267 (B.ED) and t-value of 6.4544. The R-value was 0.336 with R²-value of 0.113 and Adjusted-r of 0.47 with a p-value of 0.000. The result indicated that Evaluation had a variance of 11.3% (r^2 0.113 x 100) impact in business education programme on sustainable development of business education graduates in Kano State. This means that for each single increase in Evaluation practice, there was an increase of graduates on sustainable development of 11.3%. The observed=0.000 was less than the α value (0.05) indicating a significant impact of evaluation in business education programme on sustainable development in Kano State. This implies that Evaluation had significant impact on sustainable development in Kano, Nigeria. Hence, the null hypothesis was rejected.

Discussion of Findings

The followings below are considered as the discussion of the findings.

The finding of hypothesis one in Table 3 shown that evaluation had significant impact in business education programme on economic development in Kano state Nigeria with R²-value of 0.227 and (P=0.000). This means that constant and regular



evaluation in business education programme increase the economic development in Kano State by producing it with competent graduates who could use their skills received and develop the economic development, because from the respondents' opinion shown that they agreed with impact of evaluation in business education. The finding is differs with the finding of Conlin, and Stirrat (2008) who are in the opinion that too much evaluation is difficult for the programme to produce competent graduates neat and firmly demarcated form of evaluation based on the model derived from project logical frameworks are no longer appropriate to the fluid and complex forms development of community. They are in the opinion that regular evaluation leads participants to be bored with works and produce bad results.

The finding of the study agrees with the finding of Dabbari and Ibe, (2012) who seen that evaluation as a systematic process of assessing the contents, learning experiences and instructional objectives so as to produce competent graduates who could use their skills received from proper evaluation in business education programme on economic development of the state such as Kano State in particular. The findings of the study is in line with the view of Charity (2018) who stated that evaluation is an on-going process which includes researching and collecting information from different sources about the learning process, about the content of a programme, about the method, the context, and the outcomes of an educational activity for providing goods and services (Charity, 2018). Charity (2018) stated that based on the evaluation one can draw conclusion and recommendations so as to enhance the business education programme at any level in time.

The finding of hypothesis two in Table 3 shown that evaluation had significant impact in business education programme on sustainable development in Kano state Nigeria with R^2 -value of 0.113 and ($P=0.000$). This implies that constant and regular evaluation in business education programme increase on sustainable development in Kano State by producing it with competent graduates who could use their skills received and develop on sustainable development of the state such as Kano State because from the respondents' opinion shown that they agreed with impact of evaluation in business education. The finding of the study is in consent with the finding of Mustafa, Bonaci, Neamtu and Hintes (2013) highlight the importance of



sustainability issues in business curriculum by thorough assessment so as to produce competent graduates for the development community such as Kano State. This is in line with view of Storey, Killian, and Regan, (2018) that defined sustainable proper evaluation of business education for sustainable development is a dynamic one, with the position of improvement of the programme constantly changing with regard to sustainable development

Conclusion

Based on the findings the researcher concluded that: Proper, regular and constant evaluation in business education is to be done thereby producing competent graduates who could use their skills, knowledge and attitudes received in improvement of standard of living in order to enhance the economic and sustainable development of the state such as Kano State. Lacks of evaluation in business education programme will lead the programme to produce incompetent graduates who cannot use their skills on enhancing the economic and sustainable development. The implication for not providing proper evaluation of programme may loss its value in the societal images. This in turn, the graduates may lose their work to do in the labour market in Kano State and Nigeria in totality.

Recommendations

Based on the findings the followings were regarded as the recommendations of this study.

1. Adequate evaluation in business education should be made properly and regularly for the programme at any point in time so as to assist the system for producing competent graduates who can use their skills in development the economics of the Kano State in particular and Nigeria as a whole.
2. Thorough evaluation in business education should be made among the business education programme so as to produce competent graduates who can use their skills in producing goods or services which would sustain the development of the state in particular and the Nigeria in totality for business buying and selling of goods and services at the markets. This in turn, will booster the sustainability and the development of the state and the Nigeria at large.



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**AN APPRAISAL OF AVAILABILITY OF HUMAN AND MATERIAL RESOURCES
FOR TEACHING AND LEARNING OFFICE TECHNOLOGY AND
MANAGEMENT COURSES IN POLYTECHNICS IN ADAMAWA STATE,
NIGERIA**

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Abstract

The purpose of this study was to examine the availability of human and material resources for teaching and learning Office Technology and Management courses in polytechnics in Adamawa State. The study had two specific purposes from where two research questions were raised and two null hypotheses were formulated and tested. The design of the study was descriptive survey design. The population of the study was 57 lecturers and 363 students which were drawn from Federal Polytechnic Mubi and State Polytechnic, Yola in Adamawa State. A simple random sampling technique was used to determine the sample of 201 lecturers and students for the study. A structured questionnaire of 35 items was used to collect data and the data collected were analyzed using means and standard deviation to answer the research questions, the hypotheses were tested using t-test analysis at 0.05 level of significance. The major findings of the study among others there were very low human and material resources used in teaching and learning OTM Courses in both Federal and State polytechnics in Adamawa State. It was concluded that required human and material resources for teaching and learning office technology and management courses are not adequately available, and where they are available, they are under-utilized, while the available human resource are over-utilized. The researchers recommended that the government and management of Polytechnics should ensure that they make available adequate number of qualified human resources for both academic and non-academic staff. This can be achieved through adequate budgetary allocation for the provision of material resources.

Keyword: Human, Material, Resources, Teaching, Learning, Office Technology and Management.



Introduction

Office Technology and Management Programme (OTM) as a course of study in Polytechnics is recognized as a tool for economic and social empowerment of any nation. Section 1 of the Nigeria National Policy on Education (FGN, 2013) states that there is the need for functional education to be relevant, practical and built towards the acquisition of skills for the development of the entire society. This implies that teaching and learning, especially in Polytechnics have to be geared towards inculcating values, acquisition of skills and competencies necessary for social, cultural, economic and technological development.

Office Technology and Management Programme is the Office Education programme in the Polytechnic, which used to be Secretarial Studies Programme. The change was approved in 2004 by National Board for Technical Education (NBTE), which is the supervisory body of Polytechnics in Nigeria. This change necessitated a comprehensive review of the curriculum. The new objectives, theoretical and practical contents of the new curriculum were geared towards integrating students of OTM programme into the evolution of technology. The programme in Polytechnics could be seen as a curriculum response to the demand of changes in technology and indeed computerized workplace, which is aimed at the production of highly proficient breeds of office administrative personnel that would coordinate high office information systems, and provide technical skills in discharging their office duties. The introduction of the programme came in line with NPE (2013) that emphasizes the provision and acquisition of appropriate skills, abilities and competencies both mental and physical that will help individual to live and contribute to the development of the society.

Baba and Akaraha (2012) stated that a review was necessitated by the fact that the skills, attitude and knowledge previously acquired in the course of the study were inadequate to arm today's graduate secretaries or office technologist with the competencies needed to adjust to the rapidly changing needs of the office. The success of any school programme implementation depends on the teaching and learning capabilities of the department concerned and indeed the academic institution at large. Teaching can be seen as an attempt to help someone to acquire or change some skills, attitude, knowledge and idea. The teachers' task is to create



desirable changes in behaviour tendencies toward behaviour in students. The goal of teaching is to bring about the desired learning in students. According to Vin-Mbah, (2012) teaching is an all-purpose profession engaged in human resource development for individual and economic growth, teaching is always associated with learning.

Gidado, Abdullahi and Adamu (2015) opined that teaching and learning contribute toward generation, transmission and application of knowledge which are the focal point of nation's educational objectives. Gidado, Abdullahi and Adamu further stress that the productivity of teachers and the skills acquired by the learners also determine the country's educational standard. Learning is about a change, the change brought about by developing new skills, change in attitude for individual and societal development.

Ogaga, Igori and Egbodo (2016) viewed learning as a complex process, that can be defined as a change in disposition, a relatively permanent change in behavior overtime and that is brought about by experience. Learning can occur as a result of newly acquired skill, knowledge, perception, facts, principles, new information at hand, which can be achieved through adequate availability and utilization of human and material resources.

Availability of human and material resources in academic institutions such as polytechnics would contribute immensely in achieving the goals and objectives of teaching and learning of any programme of study. The utilization of the human and material resources in teaching and learning will also count a lot in achieving a successful implementation of any programme of study in the polytechnics such as Office Technology and Management. According to Uwaifo (2009), utilization of instructional materials makes teaching and learning of subjects more practical and effective. Utilization of human and material resources gives correct representation to the abstract ideas, thereby making their meanings clearer.

Going by the above observations one will deduce that Office Technology and Management Programme can only be effectively implemented with adequate availability of both human and material resources. However, it is observed that the



nation's polytechnics are struggling with limited resources and dilapidated or outdated teaching and learning materials coupled with inadequate qualified human resources. Acharu and Solomon (2014) support the above assertion that, one of the major challenges facing the Polytechnics is inadequate human resources, materials resources, infrastructural facilities and the continuous breakdown and deterioration of the few existing facilities for teaching of OTM courses which has affected students' academic achievement.

Ugwuanyi and Eze, (2013) observe that availability relates to how much teaching and learning materials are on hand, to which teachers and learners have access. It refers to the condition of being obtainable or accessible at a particular point in time. Equally, it expresses how resources can easily be gotten and used for a particular purpose. Human and material resources such as qualified lecturers/instructors, supporting staff, computers and other office technologies have been observed as a potent factor to qualitative and quantitative education. Owoeye and Yara, (2011) stated that the importance of provision of Human and Material Resource for teaching and learning cannot be over-emphasized, as they constitute a strategic factor in programme functioning in the educational institution of learning.

It is based on the above background that the study was conducted to assess the availability of human and material resources for teaching and learning Office Technology and Management courses in Polytechnics in Adamawa State, Nigeria.

Statement of the Problem

More than anything else, human and material resources are very essential for the utmost realization of the goals of education. They are expected to be available in a reasonable state and should be properly utilized for teaching and learning of Office Technology and Management (OTM) courses in polytechnics Office Technology and Management programme is made up of a combination of courses inclined to the development of skills and competencies to learners.

The researchers observation and interactions with OTM stakeholders which included; lecturers, students, OTM graduates as well as employers of labour in Adamawa State in (2019), indicated that the performance of the OTM graduates in



the world of work are in below expectation. This could be the reason why many OTM graduates are still unemployed and those that are lucky to be employed are not performing as expected of them in their places of work. Soludo (2008) opines that Nigerian situation of unemployment is not a problem in Nigeria rather Nigerian graduates are not employable and they are misfit for today's work place. Similarly, Okolocha and Ihionkhan (2015) observed that many employers did not hide their dissatisfaction over the incompetence and ineffectiveness of OTM graduates in the use of information and communication technology gadgets in their places of work. Thus, all these may not be unconnected with inadequate availability of human and material resources, couple with improper utilization of the little available resources for teaching and learning of OTM courses in the Polytechnics.

It is as a result of the above observed problems that the study was made to examine the availability of human and material resources for teaching and learning Office Technology and Management courses in polytechnics in Adamawa State. This is in view of the seeming incompetence and ineffectiveness of the OTM graduates with the inevitable consequence of increased graduate unemployment, poverty and escalation of social vices.

Research Questions

Based on the specific purpose, two research questions were raised and answered:-

1. To what extent are human resources available for teaching and learning OTM Courses in Polytechnics in Adamawa State?
2. To what extent are material resources available for teaching and learning OTM Courses in polytechnics in Adamawa State?

Research Hypotheses

Based on the specific purpose, two hypotheses were formulated and were tested at 0.05 level of significance:

- Ho1: There is no significant difference between the mean responses of Federal and State Polytechnic on the extent of availability of human resources in teaching and learning OTM courses in Polytechnics in Adamawa State.
- Ho2: There is no significant difference between the mean responses of Federal and State Polytechnic on the extent of availability of material resources in teaching and learning OTM courses in Polytechnics in Adamawa State.



Method

The design of the study was a descriptive survey design. The descriptive survey design was appropriate because it is a design that a group of people are studied by collecting and analyzing data from such a group of people who are considered to be a representative of the population (Okwor, 2011). The population of the study was made up of 57 lecturers and 363 students in 2018/2019 academic session in polytechnics in Adamawa State who are the target of the study. A total of 201 lecturers and students were sampled randomly. The major instrument for data collection for this study was 35 structured questionnaire items for lecturers and students. In the questionnaire, the items were based on 4-point ratings scale, and weighed on the following scale:-Very High Extent (VHE) 4 points, High Extent (HE) 3 points, Medium Extent (ME) 2 points and Low Extent (LE) 1 point. 2.50 was the cut off point for decision rule. Test-retest method was used for the purpose of establishing the reliability of the instrument; the responses from the two administrations of lecturers and students were correlated using Pearson Product Moment Correlation (r) and the result of the analysis showed the correlation coefficient of 0.72. Thus, the instrument was considered reliable for gathering data for the study. The researchers and research assistants visited the two institutions and administered the research instrument at their respective premises. A total of 201 questionnaires were administered to lecturers and students and the whole questionnaires were returned. Mean and standard deviation were used to analyse the data collected to answer the research questions. The two null hypotheses were tested using t-test in determining the existence of the significance to retain or failed to retain the null hypotheses at 0.05 level of significance. In the test of hypotheses, if the p-value was less or equal to 0.05 ($p < 0.05$), the null hypothesis was failed to retain. However, where p-value was greater or equal to 0.05 ($p > 0.05$), then the null hypothesis was retained. All the two hypotheses were failed to retain.

Results

Research Question One

1. To what extent are human resources available for teaching and learning OTM Courses in Polytechnics in Adamawa State?
2. To answer research question one, the responses obtained from despondence was analysed using mean and standard deviation as shown below.

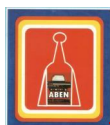


Table 1: Mean and Standard Deviation of Responses on the Extent of Availability of Human Recourses in OTM Courses in Polytechnics, N = 201.

S/N	Items/Statements	$\bar{X}$	SD	Remark
1.	There are enough lecturers for the teaching and learning of OTM courses in your department.	2.49	1.05	Low Extent
2.	Lecturers with skill in the use of new technologies for teaching OTM courses are available.	2.44	1.02	Low Extent
3.	Lecturers for non-departmental or general studies courses are available in our department.	2.47	0.85	Low Extent
4.	Technologists to assist lecturers with technical OTM courses are available in OTM department.	2.40	0.87	Low Extent
5.	Computer Technicians to maintain and undertake repairs of computers are available in OTM department.	2.11	0.90	Low Extent
6.	Library assistants to take care of departmental library are available in OTM department.	2.14	0.95	Low Extent
7.	Technical support staff for the maintenance of copier and duplicating machines is available in OTM department.	2.49	1.05	Low Extent
8.	Attendants for the model office, ICT and computer laboratories are available in OTM department.	2.63	0.91	High Extent
9.	Office technologist to support department administration and attend to students in the office is available in OTM Department.	1.67	0.69	Low Extent
10.	Clerical support staff are available in OTM department.	1.67	0.68	Low Extent
11.	Cleaners and messengers are available in OTM department.	1.72	0.71	Low Extent
Weighted Average		2.22	0.87	Low Extent

Source: *Field Survey, 2019.*

Table 1 revealed the respondents mean rating of the extent of human resources available for teaching and learning OTM Courses in Polytechnics in Adamawa State. The responses of item one to eleven in the questionnaire were analysed and the study revealed that there was low human resources available for the teaching and learning OTM Courses in Polytechnics in Adamawa State. (The grand weighted mean was 2.22, and the SD stood at 0.87).

Research Question Two

To what extent are material resources available for teaching and learning OTM Courses in polytechnics in Adamawa State?

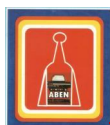


Table 2: Mean and Standard Deviation of Responses on the Extent Material Resources are Available for Teaching and Learning OTM Courses in Polytechnics, N = 201.

S/N	Items/Statements	$\bar{X}$	SD	Remark
12.	Computers in the laboratory of OTM department are available.	2.54	0.83	High Extent
13.	Fully equipped model office for teaching and learning are available in OTM department.	2.24	0.72	Low Extent
14.	ICT Centre are available in OTM department.	2.31	0.78	Low Extent
15.	Departmental library for use by students are available in OTM department.	2.29	0.92	Low Extent
16.	Class rooms with adequate furnishing are available in OTM department.	2.28	0.95	Low Extent
17.	Multimedia projectors for teaching are available in OTM department.	2.30	0.91	Low Extent
18.	Public address systems for teaching are available in OTM department.	2.60	0.92	High Extent
19.	Electronic boards (smart boards) are available in OTM department.	1.74	0.94	Low Extent
20.	Printers for printing of tasks are available in OTM department.	1.61	0.89	Low Extent
21.	Standby generators for laboratories, model office and staff room are available in OTM department.	3.59	0.73	Very High Extent
22.	Scanners for use in the laboratory are available in OTM department.	2.63	0.75	High Extent
23.	Digital cameras are available in OTM department.	1.49	0.64	Low Extent
24.	Radio cassette player are available in OTM department.	1.47	0.83	Low Extent
25.	Television set are available in OTM department.	2.11	1.09	Low Extent
26.	CD/DVD player are available in OTM department.	1.96	0.88	Low Extent
27.	Fax machines for learning purposes are available in OTM department.	1.24	0.63	Low Extent
28.	Stapling machines for the purpose of teaching and learning OTM courses are available in department.	2.97	1.06	High Extent
29.	Photocopying machines for practical are available in OTM department.	2.97	1.06	High Extent
30.	Bulletin Board System for teaching and learning OTM courses are available in OTM department.	1.98	0.68	Low Extent
31.	Shredding machine for the purpose of teaching and learning OTM courses are available.	1.44	0.68	Low Extent
32.	Franking machine are available in OTM department.	1.57	0.71	Low Extent
33.	Binding machine for the purpose of teaching and learning OTM courses are available in OTM department.	1.98	1.04	Low Extent
35.	Guillotine device for the purpose of teaching and learning OTM courses are available in OTM department.	1.36	0.68	Low Extent
Weighted Average		2.09	0.83	Low Extent

Source: Field Survey, 2019.

Table 2 revealed the respondents mean rating of the extent of material resources available for teaching and learning OTM Courses in polytechnics in Adamawa State. The responses of item twelve to thirty five in the questionnaire were analysed and the study revealed that there was low material resources available for teaching and learning OTM Courses in polytechnics in Adamawa State. (The grand weighted mean was 2.09, and the SD stood at 0.83).

Test of Research Hypotheses

The null hypotheses were tested at 0.05 level of significance. The summary of the test of research hypotheses are presented in Tables 3 and 4 as follows:

Table 3: *Summary of t-Test of the Difference between the Mean Responses of Federal and State Polytechnic Lecturers and Students on the Extent of Availability of Human Resources for Teaching and Learning OTM Courses*

Institutions	N	Mean	SD	t-cal	Df	P-value	Decision
Federal Polytechnic	83	1.03	0.41	10.959	199	0.00	Rejected
State Polytechnic	118	1.19	0.46				

Source: Field Survey, 2019, $P < 0.05$.

The data in Table 3 revealed that the t-calculated (t-cal.) was 10.959 while the t-table (t-tab.) was 1.96. Thus, the t-calculated value was greater than the t-table value with degree of freedom at 199 and 0.05 level of significance, the null hypotheses which stated that there is no significant difference between the mean responses of Federal and State Polytechnic on the extent of availability of human resources in teaching and learning OTM courses in Polytechnics in Adamawa State was failed to retain. This means that significant difference exists in the mean scores of lecturers and students in

Ho₂: Federal Polytechnic and State Polytechnic on the extent of the availability of human resources for teaching and learning OTM courses in Adamawa State.

There is no significant difference between the mean responses of Federal and State Polytechnic on the extent of availability of material resources in teaching and learning OTM courses in Polytechnics in Adamawa State.

Table 4: *Summary of t-test of the Difference between the Mean Responses of Federal and State Polytechnic Lecturers and Students on the Extent of Availability of Material Resources for Teaching and Learning OTM Courses*



Group	N	Mean	SD	t-cal	Df	P-value	Decision
Federal	83	1.01	0.40	9.611	199	0.00	Rejected
State	118	1.08	0.43				

Source: Field Survey, 2019. $P < 0.05$.

The data in Table 4 reveals that the t-calculated (t-cal.) was 9.611 while the t-table (t-tab.) was 1.96. Thus, the t-calculated value was greater than the t-table value with degree of freedom at 199 and 0.05 level of significance, the null hypotheses which stated that there is no significant difference between the mean responses of Federal and State Polytechnic on the extent of availability of material resources in teaching and learning OTM courses in Polytechnics in Adamawa State was failed to retain. This means that significant difference exists in the mean scores of lecturers and students in Federal Polytechnic and State Polytechnic on the extent of the availability of material resources for teaching and learning OTM courses in Adamawa State.

Discussion of Findings

The research was carried out to examine the availability of human and material resources for teaching and learning of Office Technology and Management Courses in Polytechnics in Adamawa State, Nigeria.

Research question one revealed that the extent to which human resources are available for teaching and learning OTM Courses in Polytechnics in Adamawa state was low, the findings further revealed that there was significant difference between the mean ratings of Federal and State Polytechnic lecturers and students on the extent of availability of human resources for teaching and learning of OTM Courses ($t_{196} = 10.959$, $P < 0.05$). This implied that Federal and State Polytechnic lecturers and students differ in their responses regarding the extent of availability of human resources for teaching and learning of OTM Courses. Their responses showed that Federal Polytechnic lecturers and students rated the extent of availability of human resources higher than the State Polytechnic lecturers and students did. This finding agrees with Olajuwon (2010) who stated that there are no enough lecturers for the teaching and learning of OTM courses in most of the polytechnics in Nigeria. Samuel (2012) asserts that human resources use in OTM department is not enough to meet the minimum requirements of NBTE.



Research question two determines the extent to which material resources are available for teaching and learning of OTM Courses in polytechnics in Adamawa state. Revealed that the extent of availability of material resources for teaching and learning of OTM courses in polytechnics is low (mean = 2.09, SD = 0.83). The findings further revealed that there was significant difference between the mean ratings of Federal and State Polytechnic lecturers and students on the extent of availability of material resources for teaching and learning of OTM Courses ($t_{196} = 9.611, P < 0.05$). This implied that Federal and State Polytechnic lecturers and students differ in their responses regarding the extent of availability of material resources for teaching and learning of OTM Courses.

This finding is in line with Bongotons and Onyenwe (2010) who affirms that one of the pillars of a successful implementation of effective business teacher education (OTM inclusive) is the availability and adequacy of teaching and learning materials. These materials are in form of facilities and equipment needed to foster skill development and allow for standards and quality in products. In their view, availability of teaching and learning materials implies that they are easily, readily.

Conclusion

Based on the findings of the study, it was concluded that the required material resources for teaching and learning office technology and management courses are not adequately available, and where they are available, they are under-utilized, while the available human resource are over-utilized. This will however affect the effective delivery of teaching and will have adverse effect on the entire teaching/learning situation. Students are not likely to have clear and maximum understanding of the subject matter being taught since the needed resources to facilitate better understanding and the acquisition of the needed skill are not available and where they are available, they are not properly utilized. This clearly indicates that the OTM programme would be producing graduates who would not be able to function effectively in the 21st century world of work and who cannot contribute anything meaningful to the development of an economy driven by technological innovativeness.



Recommendations

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

1. Polytechnics should ensure that they make available adequate number of qualified human resources for both academic and non-academic staff. They should also ensure that OTM department staff is given the opportunities for further studies; this will help to update their knowledge and skills which will go a long way in improving their capabilities in discharging their office responsibilities.
2. Polytechnic authorities should be committed to the provision of adequate material resources needed for teaching and learning of OTM programme. This can be achieved through adequate budgetary allocation for the provision of material resources.
3. The polytechnic authorities should employ more qualified human resources and they should also ensure that their capabilities are fully utilized, by so doing will reduce the excess work load on the few available staff.
4. There is the need to ensure proper and adequate utilization of material resources by the polytechnic staff. Where staff cannot use this material resources, they should be send on training and re-training programme so as to equip them with the necessary skills and capabilities to ensure effective utilization of material resources available for teaching and learning OTM courses in the Polytechnics.

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CURRICULUM CONTENT, GENDER, SELF-EFFICACY AND ACQUISITION OF EMPLOYABILITY SKILLS AMONG BUSINESS EDUCATION GRADUATES OF UNIVERSITIES IN CROSS RIVER STATE, NIGERIA

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Abstract

This paper examined curriculum content, gender, self-efficacy and acquisition of employability skills among business education graduates of universities in Cross River State, Nigeria. To achieve the purpose of this study, two research questions and two corresponding hypotheses were formulated as guide for the study. Literature was reviewed in line with the variables under study. Survey research design was adopted. The population for the study was 987 business education graduates between 2007/2008 and 2014/2015 academic sessions from the University of Calabar (UNICAL) and Cross River University of Technology (CRUTECH). The sample of the study was 200 business education graduates drawn purposively using accidental and snowballing sampling techniques. A validated researcher-made four point scale questionnaire titled 'Curriculum Content, Gender, Self-Efficacy and Acquisition of Employability Skills Questionnaire' (CCGSEAESQ) was used for data collection. The instrument was validated by four research experts. A reliability estimate of .72 to .84 was achieved for the instrument using Cronbach Alpha reliability coefficient after a pilot test. The data obtained from the field was converted into values and analyzed using independent t-test statistical technique. All hypotheses were tested at .05 level of significance. Findings revealed among others that male universities graduates exposed to business education curriculum content were significantly different from their female counterparts in their acquisition of employability skills. Based on this, it was recommended that since biologically and genetically, males are distinctively different from the females, business education lecturers should intermittently reduce their pace during lesson delivery and be gender sensitive so as to carry along students with low intelligence quotient taking into cognizance their gender unevenness.

Keywords: Curriculum content, gender, self-efficacy, business education, graduates, employability skills



Introduction

University is said to be an institution of higher learning and one of the citadels where tertiary education is offered. One of the goals of education at this level as the Federal Republic of Nigeria (FRN, 2004) puts it is the development of the individual to be self-reliant and useful member of the society through the acquisition of both physical and intellectual skills. These skills when acquired would make learners employable. Yet, many graduates of Nigerian universities cannot find work leading to an intractable problem of growing joblessness, and raises question as to whether functional education is really the pursuit in universities. This situation possess enormous challenge, and a serious responsibility on the university as an institution in that year in, year out there exist a steady increase in the number of applicants seeking and securing admissions into it with a belief in securing employment after graduation.

Unarguably, universities turn out large chunk of graduates into the labour market annually either to secure employment or provide one. The uncomfortable truth, however, is that universities seem to have failed in their avowed mandate of addressing the future of its graduates. The scenario that typifies this is that those skills that employers seek in employees seem scarcely taught in the universities. Essentially, graduate recruiters expect these recruits to be technically inclined and generally versed in their choice fields because there is a correlation between hiring a graduate and his or her acquisition of employability skills. These skills can be referred to as employability skills or “work readiness”. Simply put, it is the acquisition of skills, knowledge, attitudes and commercial acumen that purports to empower fresh graduates to add productive and informed contributions to the attainment of organizational objectives immediately after employment (Singh & Singh, 2008). Omar, Bakar and Rashid (2012) maintained that these skills are needful not only to secure employment, but also to advance within an entity in a way that one can achieve his or her potential and contribute meaningfully to an entity's strategic direction. The acquisition of these skills in the words of Mike (2014) brings with it such benefits as being self- employed, ability to create diverse job opportunities, and reduction in crime rate.

On the other hand, failure to acquire these skills or poorly acquiring them has over the years made graduates unemployed, and for those seen as employed, they are at best underemployed and paid pittance in comparison with what they would have



deservedly earned. The continuous lack of acquiring these skills made Ekpenyong (1988) to tag the universities products as half- baked and unusable unless they are further trained. Probing the causation of this behemoth further, Adebakin, Ajadi and Subair (2015) traced it to a mismatch between the education and training received from the universities and the expectations of the employers. Munishi (2016) attributed the poor competence of universities graduates on the job to poor educational training at primary and secondary levels, fuelled by many factors including ineffective curriculum.

Whilst in the university, these students are being taught, and one of the prominent programs of study is Business Education. As Aquah (2014) puts it, business education came to limelight and accorded prominence status by the FRN in 1977 when the National Policy on Education was enacted. This program of study aims at equipping the learners with employability skills and knowledge which would embolden them to create, secure, or stay on the job, as well as grow in it. Although this program is offered across all educational levels, the government's purpose in providing it is to prepare students for entry level jobs in occupations not requiring post-secondary training (FRN, 2004). This being true, those who proceed further to acquire university business education training should have a broader, well-equipped, functional and productive know-how of not just becoming employed but employers themselves.

Regrettably, the program has been implemented for more than four decades now, yet university graduates of business education extraction are still stridently plagued with biting unemployment syndrome despite the laudable prospects of this promising aspect of education. Amidst this, universities in Nigeria keep producing too many liberal arts and theoretical business education graduates whose employability potential look doubtful. Those who are employed at all are found to be unskilled, clueless, and incompetent in discharging their assigned duties. The reason for this may be unconnected with the absence of employability skills, instead, the paucity of employability skills acquisition. It is mind worrying, therefore, to witness graduates of a skill laden program like business education joining the band wagon of those christen “unemployed” whereas a well-articulated program of this worth with options in Accounting, Management, Marketing and Office Technology and Management (OTM) holds employment prospects for her graduates in sectors such as but not limited to; education, financial, industrial, manufacturing, distribution,



managerial settings as well as Information and Communication Technology (ICT). In terms of scope, the present paper covers the first three mentioned options except Office Technology and Management (OTM) because the two institutions sampled in this study did not offer it.

Of important, Edet and Udida (2019) reported that the level of employability skills acquisition among universities business education graduates in the three options is significantly low. In truth, many factors could be the bane for this lack or poor acquisition of employability skills among graduates of universities. Included in this list of factors according to Bala (2016) is gender. Gender denotes differences in sex, that is, male and female and how this differences influence the disposition and perception of learners towards the acquisition of employability skills. According to Mukoro (2014), gender is a term that describes social contrition of female and male individuality, and can be viewed as more than biological classification between men and women. It depicts the manner in which those variations whether actual or imagined are cherished, used and dependent upon in grouping women and men to assigned roles and responsibilities. In the words of Jugale (2010), the word 'gender' is considered in describing the functions performed by women and men, and does not only deal with distinctness, that is, how the society perceive feminine and masculine persons, but how the society bestows power on each class of them. To this extent, what is allowed, expected, or valued is determined by this construct-gender. The view of Egunyomi, Fadeyi, Folaranmi and Adelere (2001) is that gender implies feminist and masculinity. In their assertion, what fittingly describes masculinity in Africa for example includes; being the bread winner or head of the family, an attitude of strong vigilant, and being adventurous, ability to refrain from crying or non-display of emotion, and involvement in male games like wrestling and boxing. Whereas, the feministic attributes are care-giving, handling domestic chores, display of emotion and involvement in dancing, believed to be the female games. To explain this further, Omar, Bakar and Rashid (2012) conducted a study on employability skills acquisition among Malaysian Community College Students. The study disclosed that there was no significant difference in the general employability skills of male and female students. However, thinking skills and systems and development skills were two employability skills that seemed to present significant differences. Similarly, Guardian (2013) disclosed no differences in the acquisition of employability skills between male and female students in all the sub-variables of communication, planning and organizing, self- management, decision making,



computer and overall employability skills. Uzoechi (2015) reported on a related survey that female students performed better than their male counterpart in the acquisition of teamwork, problem solving, initiative and enterprise skills, while their male folks trail the blaze in the acquisition of communication, planning and organizing, self-management, decision making, computer and overall employability skills. That study had a semblance of that of Idaka and Uzoechi (2016) who studied gender, age and employability skills acquisition among university students in Imo state, Nigeria. Findings from their study revealed that female students were better than the male students in the acquisition of communication, self-management, planning and organizing, decision making, computer and overall employability skills. Meanwhile, the female students in their study outperformed the male in the acquisition of teamwork, problem solving and initiative and enterprise skills.

Akuegwu and Nwi-ue (2013) on the other hand appraised university student's acquisition of employability skills for global work place in south-south Nigeria. The study buttressed the existence of a significant difference between the male and female students in their acquisition of employability skills. Findings trot out that there was a significant influence of gender on graduating student acquisition of 7 employability skills, whereas in 3 employability skills, graduating students' gender did not present any significant influence. In a more detailed report, the result made bold that male graduating students had higher mean values in their possession of 6 employability skills of communication, ICT, teamwork, planning and organizing, initiative and enterprise and risk management than their female counterparts. The female graduating students on the other hand were found to lead their male folk in terms of possessing problem solving, self-management, decision making and understanding of work place. This finding was not different from that of Akuegwu, Edet, Uchendu and Ekpoh (2011) which explained that male university student acquired myriad of employability skills in higher proportion than the female folks assessing from their superior mean scores in 6 out of the 10 soft skills examined in contrast with the female graduating students' higher mean value in 4 skills. These findings are not in any way shocking, because of the innate existence of diverse biological disparities in human composition as are distinctly implicit in male and female learners, causing some disproportion in school outcomes of the both groupings (Verhoeven, 2000). Such distinct make ups are not just visible in adulthood, but are found in their cradle through teenage age. The plausible debate set out for such variation according to Bassey and Amanso (2017) is that since two



human beings are not likely to be the same in physical and intellectual endowment, it would be a misplaced expectation and conundrum that male graduates of universities who study business education and their female colleagues should un-vary in their acquisition of employability skills.

Another factor that seem to influence the acquisition of employability skills among university graduates is self-efficacy. Self-efficacy is a social cognitive theory gazette by Albert Bandura in 1986. It is reckoned to be among the major theoretically, heuristically and practically useful construct explicated in modern psychology (Betz, Klein & Taylor in Cherian & Jacob, 2013). It describes people's appraisal of their capableness to organize and execute courses of action expected to achieving specific kinds of outcomes (Lent, Brown & Hackett, 1996). Self-efficacy provides the platform for personal achievement, personal upbeat and self-inspired or intrinsic motivation. As it concern the function of self-efficacy beliefs in human performance, Cherian and Jacob (2013) reminisced the assertion of Bandura that people's level of motivation, affective condition and actions are premised principally on their belief than on what is objectively true. This implies that self- efficacy has a direct impact on an individual's thought patterns, as well as on their emotional reactions. Hence, in relation to this present study, it can be inferred that high self-efficacy can most assuredly trigger an improved acquisition of employability skills among business education graduates of universities when they are exposed to the program's curriculum content. Furthermore, it can develop and build in them a healthy self-worth with the potency of increasing their strength, and instilling in them the ideals of perseverance amidst any seeming frustration that may be encountered in the pursuit of their academic achievement. This corroborates the averment of Graham and Weiner (1996) that self-efficacy has been confirmed to be a good metric used in predicting behavioral results especially in psychology and education than in any other academic construct. Consequently, it has been revealed that self-efficacy plays an impeccable role in influencing individual's behavior. This being true, it is most likely that graduates with high self-efficacy will always outwit those who are inefficacious in terms of employability skills acquisition. Numerous studies that associate students that possess high self-efficacy abounds. Robbins, Lauver, Davis, Langley and Carlstrom (2014) maintained that students with enhanced self-efficacy show an appreciable academic performance. Hoffman and Spaturiu (2008) crystalized that learners with high self-efficacy display improve performance contrary to the lackluster performance of those with low self-efficacy. Conversely, a



few empirical findings revealed that self-efficacy contribute minimally to academic performance as confirmed by Saunders, Davis, William and Williams (2014); Loo and Choy (2013). These authors discovered that self-efficacy has miniature positive effect on academic outcomes.

Reynolds and Weigand (2010) studied the relationship between academic attitudes, psychological attitudes and academic achievement using a sample of 164 undergraduates' first year students. The outcome showed that self-efficacy was not significantly related to academic outcomes. Jeffreys (2008) equally disclosed a startling finding as it concerns the relationship between self-efficacy and academic outcomes of university students. Predicting academic achievement through self-efficacy among the students was not found.

In Taiwan, Tsai, Chuang, Liang and Tsai (2001) quipped that people who exhibit high self-efficacy views daunting tasks as worthwhile challenges as opposed to the perception of others with low self- efficacy who see such or related tasks as dissuasive. Therefore, graduates with low self-efficacy are likely to put up an avoidance behavior towards the acquisition of employability skills. But high self-efficacy graduates may display an encourage approach towards tasks (Ebenehi, Rashi & Bakar, 2016). In the words of Pool and Sewell (2007), if self-efficacy is viewed as a conviction that someone is able in a distinct situation to perform a task, then self-confidence is that innate ability that is presented to the seen world.

In the words of Goleman (1998), people who have high self-efficacy will always present themselves with the presence of mind and self- assurance. Such traits if exhibited by business education graduates of universities when exposed to the program's curriculum content will unwittingly aid them in acquiring the much desired employability skills. Immense bodies of research evidence have roll-up indicating a positive correlation between self-efficacy and outcomes, which acquisition of employability skill may be inclusive. Obimgbo (2016) carried out a study on students' characteristics and attitude towards accounting in secondary schools in Calabar education zone of Cross River State, Nigeria. Findings revealed that self-efficacy significantly influenced students' attitude towards accounting in secondary schools in Calabar education zone of Cross River State. It was therefore recommended that accounting teachers should go outside the class assignment and help students enhance and understand the perceptions of themselves as well as their environment as this may shape their academic performance.



So far, it could be deduced that demonstrated self-efficacy can be translated to an increased self-efficacy. And the gender of graduates reveals their sex make-ups, classification and distinctiveness. However, what drove the interest of the researcher into this study was to ascertain whether self-efficacy and the gender of business education graduates can influence them towards the acquisition of employability skills? This forms the problem of this study.

Research Questions

This study sought to answer the following questions:

- 1) To what extent does business education curriculum content influence the acquisition of employability skills among male and female graduates of universities?
- 2) How does business education curriculum content influence the acquisition of employability skills among high and low self-efficacy graduates of universities?

Research Hypotheses

The following hypotheses guided the study:

1. Male universities graduates exposed to business education curriculum content are not significantly different from their female folks in their acquisition of employability skills.
2. Universities graduates with high self-efficacy exposed to business education curriculum content are not significantly different from their counterparts with low self-efficacy in their acquisition of employability skills.

Methodology

The study adopted survey research design involving the use of questionnaire. Two research questions and two corresponding hypotheses guided the study. The study area was Cross River State, one of the states in Nigeria's south-south geo-political zone. The population for the study was 987 business education graduates between 2007/2008 and 2014/2015 academic sessions from UNICAL and CRUTECH. Of this number, 200 graduates were purposively drawn as sample using accidental and snowballing techniques. This is shown in Table 1. The response pattern adopted for the questionnaire was a four- point scale of: Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The questionnaire was validated by four research experts from the two institutions who were requested to vet the instrument base on language, clarity, and relevance. Their comments were considered in



enriching the worth of the instrument. The reliability estimate ranging from .70 to .82 was achieved for the instrument using Cronbach Alpha reliability coefficient after a pilot test. This indicated high internal consistency of the instrument. The instrument was administered personally by the researcher with the help of three research assistants. This was done after relevant information about the problem being researched was explained to the respondents. Mean and standard deviation were used to answer the research questions, while independent t-test was used to test all the hypotheses at .05 level of significance. The decision rule was that any questionnaire item with a mean score of 3.50 to 4.00 was rated SA/VGI, 2.50 to 3.49 was rated A/GI, 1.5 to 2.49 was rated D/LI, while 1.00 to 1.49 was rated SD/VLI. Similarly, the hypotheses were rejected if the calculated t-value was greater than the critical value. On the other hand, where the calculated value was less than the critical value, the hypotheses were accepted.

Table 1: *Population sample of the study*

S/N	Institution	Options	Population	Sample
1	UNICAL	Accounting	96	20
		Management	142	29
		Marketing	52	10
2	CRUTECH	Accounting	296	61
		Management	402	82
Total			987	200

Table 2: *Gender distribution and sample of the study*

S/N	Gender	Population	Sample
1	Male	396	82
2	Female	591	118
Total		987	200

Results

Research Question 1:

To what extent does business education curriculum content influence the acquisition of employability skills among male and female graduates' of universities?

Table 3: Mean ratings and standard deviation of the influence of business education curriculum content on male and female university graduates' acquisition of employability skills.



S/N	Employability skills	Gender	Mean	SD	Decision
1	Communication	Male	3.51	0.74	Very Great Influence
		Female	2.35	1.86	Low Influence
2.	Problem solving	Male	2.49	1.32	Low Influence
		Female	3.51	0.63	Very Great Influence
3	Numeracy	Male	3.02	0.83	Great Influence
		Female	2.46	1.27	Low Influence
4	Critical thinking	Male	3.08	0.63	Great Influence
		Female	2.39	1.11	Very Low Influence
5	Team work	Male	2.35	1.06	Low Influence
		Female	3.52	0.77	Very Great Influence
6	Decision making	Male	2.64	1.14	Great Influence
		Female	2.05	1.09	Low Influence
7	IT/Computer	Male	1.98	1.66	Very Low Influence
		Female	2.89	1.21	Great Influence
8	Planning & organizing	Male	3.39	0.68	Great Influence
		Female	2.41	1.14	Low Influence
9	Continuous learning	Male	2.76	1.31	Great Influence
		Female	2.25	0.78	Low Influence
10	Self- management	Male	3.52	0.71	Very Great Influence
		Female	2.47	1.05	Low Influence
Grand mean			2.75		

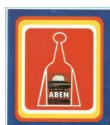
The result of data analysis in Table 3 shows that the mean ratings of the respondents range from 1.98 to 3.52. The result reveals the variableness of the soft skills acquired by male and female business education graduates when exposed to the program's curriculum content. The grand mean rating of 2.75 confirms that the curriculum content has great influence on graduates' acquisition of employability skills.

Hypothesis One

Male universities graduates exposed to business education curriculum content are not significantly different from their female folks in their acquisition of employability skills.

Test for significance was done using independent t-test at .05 level of significance. A summary of the result is presented in Table 4.

Table 4: Independent t-test analysis of the influence of business education curriculum content on graduates' acquisition of employability skills based on gender



S/N	Employability Skills	Gender	N	Mean	S.D	t- Cal.	t- Cri.	Decision
1	Communication	Male	82	3.51	0.74	2.73	1.96	Significant
		Female	118	2.35	1.86			
2	Problem solving	Male	82	2.49	1.32	2.81	1.96	Significant
		Female	118	3.51	0.63			
3	Numeracy	Male	82	3.02	0.83	3.87	1.96	Significant
		Female	118	2.46	1.27			
4	Critical thinking	Male	82	3.08	0.63	3.28	1.96	Significant
		Female	118	2.39	1.11			
5	Team work	Male	82	2.35	1.06	3.43	1.96	Significant
		Female	118	3.52	0.77			
6	Decision making	Male	82	2.64	1.14	2.04	1.96	Significant
		Female	118	2.05	1.09			
7	IT/Computer	Male	82	1.98	1.66	2.21	1.96	Significant
		Female	118	2.89	1.21			
8	Planning & organizing	Male	82	3.39	0.68	3.51	1.96	Significant
		Female	118	2.41	1.14			
9	Continuous learning	Male	82	2.76	1.31	2.06	1.96	Significant
		Female	118	2.25	0.78			
10	Self-management	Male	82	3.52	0.71	2.31	1.96	Significant
		Female	118	2.47	1.05			

$p < .05$

Table 4 shows that the independent t-test analysis of the influence of business education curriculum content on the possession of employability skills among graduates of universities with respect to gender yields significant t-values for all the 10 sub-components of employability skills than the critical t-value of 1.96 at .05 probability level. In other words, the null hypothesis which says that male universities graduates exposed to business education curriculum content are not significantly different from their female counterpart in their acquisition of employability skills was rejected. The direction of significance is in favour of males for communication skills, numeracy skills, critical thinking skills, decision making skills, planning and organizing skills, continuous learning and self-management skills. On the other hand, the direction of significance favoured female graduates for problem solving skills, teamwork skills and IT/computer skills. This implies that male universities graduates exposed to business education curriculum contents acquired more employability skills than their female counterparts.



Research Question 2

How does business education curriculum content influence the acquisition of employability skills among high and low self-efficacy graduates' of universities?

Table 5: Mean ratings and standard deviation of the influence of business education curriculum content on acquisition of employability skills among graduates of universities with high and low self-efficacy.

S/N	Employability skills	Self-efficacy	Mean	SD	Decision
1	Communication	High	3.62	0.81	Very Great Influence
		Low	2.39	0.93	Low Influence
2.	Problem solving	High	2.11	1.21	Low Influence
		Low	2.63	1.31	Great Influence
3	Numeracy	High	2.31	0.64	Low Influence
		Low	2.51	0.88	Great Influence
4	Critical thinking	High	3.77	0.86	Very Great Influence
		Low	1.99	1.13	Very Low Influence
5	Team work	High	2.88	0.72	Great Influence
		Low	2.09	0.90	Low Influence
6	Decision making	High	2.30	0.77	Low Influence
		Low	2.68	0.98	Great Influence
7	IT/Computer	High	3.28	0.65	Great Influence
		Low	2.18	0.91	Low Influence
8	Planning & organizing	High	3.66	0.78	Very Great Influence
		Low	2.31	1.31	Low Influence
9	Continuous learning	High	3.55	0.71	Very Great Influence
		Low	2.23	1.21	Low Influence
10	Self- management	High	2.31	1.09	Low Influence
		Low	3.41	0.81	Great Influence
Grand mean			2.71		

The result of data analysis in Table 5 reveals that the mean ratings of the respondents range from 1.99 to 3.77. The result shows the proportion of employability skills acquired by high self-efficacy as well as low self-efficacy business education graduates when exposed to the program's curriculum content. The grand mean rating of 2.71 confirms that the curriculum content has great influence on graduates' acquisition of employability skills.

Hypothesis Two

Universities graduates with high self-efficacy exposed to business education curriculum content are not significantly different from their counterparts with low self-efficacy in their acquisition of employability skills.

Test for significance was done using independent t-test at .05 level of significance. A summary of the result is presented in Table 6.

Table 6: Independent t-test analysis of the influence of business education curriculum content on graduates' acquisition of employability skills based on self-efficacy

S/N	Employability Skills	Self-efficacy	N	Mean	S.D	t- Cal.	t- Cri.	Decision
1	Communication	High	93	3.62	0.81	2.67	1.96	Significant
		Low	107	2.39	0.93			
2	Problem solving	High	93	2.11	1.21	3.60	1.96	Significant
		Low	107	2.63	1.31			
3	Numeracy	High	93	2.31	0.64	1.99	1.96	Significant
		Low	107	2.51	0.88			
4	Critical thinking	High	93	3.77	0.86	3.78	1.96	Significant
		Low	107	1.99	1.13			
5	Team work	High	93	2.88	0.72	2.43	1.96	Significant
		Low	107	2.09	0.90			
6	Decision making	High	93	2.30	0.77	2.88	1.96	Significant
		Low	107	2.68	0.98			
7	IT/Computer	High	93	3.28	0.65	3.37	1.96	Significant
		Low	107	2.18	0.91			
8	Planning & organizing	High	93	3.66	0.78	3.27	1.96	Significant
		Low	107	2.31	1.31			
9	Continuous learning	High	93	3.55	0.71	2.44	1.96	Significant
		Low	107	2.23	1.21			
10	Self-management	High	93	2.31	1.09	2.77	1.96	Significant
		Low	107	3.41	0.81			

$p < .05$

Table 6 shows that the independent t-test analysis of the influence of business education curriculum content on the acquisition of employability skills among graduates of universities with regards to self-efficacy yields significant t-values for all the 10 sub-components of employability skills which were higher than the critical t-value of 1.96 at .05 probability level. To this end, the null hypothesis which says that universities graduates with high self-efficacy exposed to business education



curriculum content are not significantly different from their counterparts with low self-efficacy in their acquisition of employability skills is rejected. The mean score shows significance in favour of high self-efficacy graduates for communication skill, critical thinking skill, teamwork skill, IT/computer skill, planning and organizing skill, and continuous learning skill. On the other hand, the mean scores titled in favour of graduates with low self-efficacy for problem solving skill, numeracy skill, decision making skill and self-management skill. Interpretatively, universities graduates with high self-efficacy exposed to business education curriculum contents acquire more employability skills than their counterparts with low self-efficacy.

Discussion of Findings

Findings regarding hypothesis one revealed that male universities graduates exposed to business education curriculum contents are significantly different from their female folks in their acquisition of employability skills. This finding justifies Akuegwu, Edet, Uchendu and Ekpoh (2011) for noting that differences exist between male and female graduates in their acquisition of employability skills. Conversely, Guardian (2013) disprove this finding by maintaining that there is no difference in the possession of employability skills between male and female students in all the sub-variables of communication, planning and organizing, self-management, decision making, computer and overall employability skills.

Contextually, the finding of this study trot out a mean score of male graduates to be higher than their female counterparts in terms of communication skill, numeracy skill, critical thinking skill, decision making skill, planning and organizing skill, continuous learning skill, and self -management skill. On the other hand, the mean score favoured the female graduates ahead of their male colleagues in terms of problem solving skill, teamwork skill and IT/computer skill. This revelation sustains the finding of Uzoechi (2015) who found that female students were better than their male counterparts in the possession of teamwork skill, problem solving skill and initiative and enterprise skill, whereas their male counterparts were identified to be better than their female folks in terms of acquiring communication skill, planning and organizing skill, self-management skill, decision making skills as well as computer and overall employability skills.

Similar support for the finding of this study stem from Akuegwu and Nwi-ue (2013) who disclosed after a study that male graduating students had superior mean values



than their female folks in possessing generic skills such as; communication, Information and Communication Technology, teamwork, planning and organizing, initiative and enterprise and risk management. In the same vein, the female graduating students were favourably different from their male colleagues' in terms of possessing problem solving, self- management, decision making and understanding of work place than the males.

Additionally, the finding of this study defend Idaka and Uzoechi (2016) who divulged that male students were better than their female folks in the garnering of communication, self-management, planning and organizing, decision making, computer and overall employability skills. The same study maintained that the female students were better than the male in the acquisition of teamwork, problem solving and initiative and enterprise skills.

The influence of business education curriculum content on the acquisition of employability skills among graduates of universities with regards to gender is inconclusive. It could be deduced that since biologically and genetically, marked differences subsist between the males and females, it is matchless, therefore, to expect male and female universities graduates exposed to business education curriculum content to be at par in terms of employability skills acquisition.

The second finding revealed that universities graduates with high self-efficacy exposed to business education curriculum content are significantly different from their colleagues with low self-efficacy in the acquisition of employability skills. This findings preserves the averment of Graham and Weiner (1996) that self-efficacy is a good metric in predicting behavioural results especially in psychology and education as it influence individual's behaviour. This agrees with the perspective of Robbins, Lauver, Davis, Langley and Carlstrom (2014) that students with high self-efficacy show better academic performance. This finding also lays credence to Hoffman and Spaturiu (2008) who crystalized that student with high self-efficacy displays better academic performance contrary to the lackluster performance of those with low self-efficacy.

Conversely, the findings of this study opposed Reynolds and Weigand (2010) who found no nexus between self-efficacy and academic achievement of university students. Relatedly, Jeffreys (2008) could not find self-efficacy as predicting academic achievement among students.



Particularly, the present study disclosed a mean score of graduates with high self-efficacy to be higher than that of their counterparts with low self-efficacy in terms of communication skill, critical thinking skill, teamwork skill, IT/computer skill, planning and organizing as well as continuous learning skill. On the other hand, business education graduates with low self-efficacy had a superior mean score in terms of problem solving skill, numeracy skill, decision making skill, and self-management skill. Thus, the findings of this study upholds the view of Tsai, Chuang, Liang and Tsai (2011) who found that people who exhibit superior self-efficacy views daunting assignments as worthwhile challenges as opposed to the frightful perception of others with low self-efficacy who see such tasks as dissuasive. Furthermore, the findings parallel that of Obimbo (2016) who articulated that self-efficacy significantly influence students' attitude towards accounting in secondary schools.

Conclusion

In line with the finding of this study, it was concluded that male university graduates of Business Education discipline in the three options surveyed were significantly different from their female counterparts in their acquisition of employability skills. This is because while the male graduates acquired communication, numeracy, critical thinking, decision making, planning and organizing, continuous learning and self-management skills; their female folks acquired problem solving, teamwork and IT/computer skills. Also, business education graduates with high self-efficacy acquired communication skill, critical thinking skill, teamwork skill, IT/computer skill, planning and organizing skill as well as continuous learning skill. Whereas, low self-efficacy graduates acquired problem solving skill, numeracy skill, decision-making skill and self-management skill.

Recommendations

The following recommendations were advanced based on the findings of the study:

1. Business education lecturers should intermittently reduce their pace during lesson delivery and be gender sensitive so as to carry along students with low intelligent quotient regardless of their gender unevenness considering the fact that biologically and genetically males are distinctively difference from the females.



2. Business education lecturers should see their role in the classroom with the students as more than that of presenting academic course contents to that of building positive self-worth and self-esteem of the students. Such mentorship role could create a healthy ambience for the acquisition of employability skills.

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COMPETENCIES USEFUL TO BUSINESS EDUCATORS FOR EFFECTIVENESS IN ICT RELATED BUSINESSES IN OLAMABORO LOCAL GOVERNMENT AREA OF KOGI STATE

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Abstract

This study focused on competencies useful to business educators for effectiveness in ICT related businesses in Olamaboro Local Government Area of Kogi State. There was one research question in carrying out the study. The population for the study comprised 134 business educators drawn from conventional secondary schools and UBE Junior Secondary Schools where business educators teach business subjects. The researcher used a structured questionnaire to elicit information from the respondents. The questionnaire contained 21 items carefully designed to provide answers to the research question. A 4-point rating scale was used to score the responses of the respondents with 2.50 set as the boundary limit. The data collected was analyzed with the use of mean ($\bar{X}$) statistical tool. All the items that had mean ratings of 2.50 and above were considered useful while those with mean ratings of below 2.50 were considered not useful to business educators for effectiveness in ICT related businesses in the study area. The result was shown in a single table of findings. Results further indicate that business educators' knowledge of business plan designs, business SWOT Assessment, ability to identify close competitors, ability to provide customers' needs among others were accepted as competences useful to business educators for effectiveness in ICT related businesses in Olamaboro Local Government Area of Kogi State. The researcher recommended that business educators wishing to be effective in ICT related businesses should take their good time to study their business environment as well as the psychology of the customers.

Keywords: Businesses, Competences, Effectiveness, Business Educators, Information and Communication Technology (ICT), SWOT.

Background to the Study

Competencies constitute one of the major factors considered by entrepreneurs in recent times in their quest for effectiveness in most businesses. This is because



modern enterprises both locally and internationally these days face technological innovations which have practically affected every aspect of office work as well as business transactions. The effects of these office technological innovations are globally felt in science, commerce, industry, education, politics, and in all facets of livelihood, particularly in ICT related businesses (Anigbogu, 2011). As a result, skill requirements in many occupations including business are changing. This has in recent times given birth to what has been variously described as 'virtual office', 'paperless office', 'electronic office', 'automated office' or simply office of the future (Doswell, 2018). It is a known fact that most business transactions are rapidly changing as a result of office automation. This has brought about new methods in carrying out functions performed by entrepreneurs. At the centre of these new trends are the soft-skill business competencies in ICT related businesses. These new trends in technological innovations have placed greater responsibilities on business educators, especially on subject instructions in the area of office technology and Information Communication Technology (ICT). Etoneyaku (2019) observed that business educators in the past dealt with papers, worked with manual machines, relied on postal services for external communications and kept office records in the cabinets. The advent of office technological advancements requires new skills, new attitudes and the development of new professional and intellectual concepts among entrepreneurs and their employees (Adekambi, 2017).

Furthermore, this scenario has in recent times challenged the soft skill development of office employees especially in today's modern offices. It has, in fact, given business educators in Olamaboro Local Government Area of Kogi State a new task in the acquisition of competitive soft skills in order to be self-employed or remain relevant in their jobs. Office automation has permanently affected the performances of the business educators especially in Olamaboro Local Government Area of Kogi State. With the continued development of new telecommunication equipment, business educators in Kogi State must now be prepared to learn new and modern technologically oriented office procedures. The business educators, with 'technophobia' or the fear of computers, may likely not be able to withstand the transaction competitions that are prevalent in ICT related business ventures. Since the primary business of the modern office is to collate, record, sort, analyze, store and distribute information, electronic transactions therefore integrate all available software procedures as well as human resources such that transactions are not only



done accurately, speedily and comprehensively but also made available as, when, where and in the manner or format required (Doswell, 2018). Similarly, Nwogwugwu (2018) observed that as new businesses and job opportunities are generated every day, there is the need for business educators to be set for the new challenges by acquiring new soft skills for the operation of these new technologies. Nwogwugwu (2018) further maintained that business educators who are not well equipped to face the new challenges occasioned by the new technological advancements and tomorrow's ICT business environment as well as transactions, are sure to be embarrassed as their electronic skill deficiencies will render them irrelevant in their discharge of routine office functions in modern offices. Thus, business educators need to be digitally compliant in order to cope with the new challenges (Harvey, 2019). Electronic skills are described by Katz (2019) as specific abilities in the use of electronic office gadgets that are required for effective office operations and transactions especially in the business world. To be effective in the discharge of office routine functions, employees, especially in the ICT related businesses need to be proficient in the use of digital electronic office gadgets. Balogun (2010) described skill as knowledge; competency and behaviour that enable entrepreneurs meet established performance criteria

Similarly, Nwosu (2010) observed that office automation will enable secretaries, bank employees and other workers to perform their jobs more easily and with greater efficiency. Nwosu (2010) further maintained that these automated systems will also enable business educators to attain levels of procedures and operations found in modern business operations. Another similar view was shared by David-Newton (2010) when he explained that the nature of modern office automation permits access to financial, research, personnel, technology, economic and competitive data through the use of word processing equipment, on-line computer terminals and networking services. Others include electronic mail, telecommunicating and teleconferencing.

Anigbogu (2011) stressed that the major challenge in the effective operations of the automated office technology vis-à-vis electronic transaction skills are the psychological and social factors involved in training employees to understand, accept and adapt to new organizational and human relationships and assimilate new procedures. Anigbogu (2011) further explained that with insufficient socio-



technological training, business educators often resist change in the work environment. Even where they are found, they are not proficiently trained and are not versatile in the use of available Office Technology gadgets (Anigbogu, 2011). It appears that many Business Educators lack the requisite skills/knowledge to use new technological equipment In ICT related businesses in Olamaboro Local Government Area of Kogi State. Hence Kadiri (2009) in his investigation on the extent of utilization of computer office facilities reported that some business educators in Kogi State lack requisite office skills needed for smooth operations in the discharge of their functions in modern offices.

Kotler and Keller (2019) maintained that there is a serious competition in ICT related business activities. Specifically, ICT related businesses in Kogi State function in a competitive environment. In this experience, business educators continue to device efficient means of improved performance on daily basis. Part of the survival strategies is to be in tune with the use of modern office technology in the discharge of their routine office functions.

Statement of the Problem

The present day survival challenges require business educators in Olamaboro Local Government Area of Kogi State to possess competitive competencies in order to be effective in ICT related businesses and be self-employed. Today, all kinds of businesses are further challenged by the global economic melt-down. This has forced many businesses to fold leaving their proprietors with no option of survival. This is a pertinent situation that has forced business educators to question further and to inquire into the causes of these misfortunes. The obvious answer has been that many proprietors of most collapsed business organizations do not possess the needed business skills to operate such businesses. With the hopeless practices of salary pruning and salary mutilation by employers of labour, business educators are further challenged to seek for self-employment options in order to escape the dangers of these mundane activities of employers of labour. It is on the premise of this search and the eagerness to be self-providing through the establishment of ICT related businesses that this study seeks to ask: what are the competences useful to business educators for effectiveness in ICT related businesses in Olamaboro Local Government Area of Kogi State?



Research Question

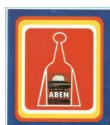
What are the competencies useful to business educators for effectiveness in ICT related businesses in Olamaboro Local Government Area of Kogi State

Methods

Descriptive Survey research design was used in this study. The descriptive survey is a type of research design in which a group of people or items are studied. It involves a one-time observation of independent and non-manipulative variables (Asika, 2017). In this case, data are usually collected, organized and analyzed and then described as they exist in their natural setting without interfering with them (Uzoagulu, 2018). The population of this study consisted of 134 business educators. This number is spread across 67 secondary schools in Olamaboro Local Government Area of Kogi State (Source: KGSEB, 2014). The entire population was as well used as the sample for the study, since this number is manageable. This is in line with the views of Nwana (2015) where he noted that it is better to study the entire population when they are small and the time requirement for the execution of the exercise is enough. In this study, therefore, the entire population was studied. Olaitan and Nwoke (2018) suggested that in order to obtain a most reliable result of investigation, the entire population should be studied.

The data for the study was generated through the use of a structured questionnaire on business competences useful to business educators for effectiveness in ICT related businesses. The questionnaire contained 19 (nineteen) items carefully designed to elicit answer to the research question in the study. Copies of the questionnaire were administered to the respondents in the 67 schools covered by the study by the researcher with the help of a Research Assistant. Thus, all the 134 (one hundred and thirty four) copies of the questionnaire were retrieved.

Mean ($\bar{X}$) was used as the statistical tool for analyzing the data obtained from the respondents. In doing this, a 4-point rating scale was developed for scoring the responses provided by the respondents as follows: Strongly Agreed (SA) = 4 points; Agreed (A) = 3 points; Disagreed (D) = 2 points; Strongly Disagreed (SD) = 1 point. A boundary limit of 2.50 was used for the research questions. Any item of the instrument with a mean rating of 2.50 and above was considered useful and any item with a mean rating below 2.50 was considered not useful to the business educators for effectiveness in ICT related businesses in Kogi State.



Results

The findings of this study are as presented in the table below. The findings of the research are presented and the data are analyzed in line with the research question that guided the study.

Research Question

What are the competences useful to business educators for effectiveness in ICT related businesses in Olamaboro Local Government Area of Kogi State?

Table 1: Mean Ratings of Respondents on Competences Useful to Business Educators for Effectiveness in ICT Related Businesses in Olamaboro Local Government Area of Kogi State (N=134)

S/N	Business skills	SA	A	D	SD	X	Remarks
1.	Good knowledge of business plan designs	55	50	15	14	3.1	Useful
2.	Possession of good knowledge of business SWOT assessment	60	28	26	20	3.0	Useful
3.	Ability to identify close competitors	51	38	29	16	2.9	Useful
4.	Ability to provide customers' needs	87	45	1	1	3.6	Useful
5.	Ability to reach out to prospective customers	88	19	20	7	3.4	Useful
6.	Ability to device strategies to outcompete rivals	52	35	19	28	2.8	Useful
7.	Ability to penetrate the market	60	35	29	10	3.1	Useful
8.	Ability to dominate the market	80	46	8	0	3.5	Useful
9.	Ability to effectively use e-skills	54	40	30	10	3.0	Useful
10.	Ability to communicate effectively	48	46	38	2	3.0	Useful
11.	Ability to establish business linkages	41	35	33	25	2.7	Useful
12.	Ability to maintain business relationship	33	36	39	26	2.6	Useful
13.	Ability to provide quality customer services	40	39	38	17	2.8	Useful
14.	Ability to redeem business promises	56	41	29	8	3.1	Useful
15.	Ability to handle controlled business credit transactions	40	37	43	14	2.8	Useful
16.	Ability to respond to prompt demands of customers	60	41	25	8	3.1	Useful
17.	Ability to satisfy customers' desires without stress	51	48	30	5	3.1	Useful
18.	Ability to demonstrate high level of financial literacy	50	40	29	15	2.9	Useful
19.	Ability to keep accurate records of business transactions	44	55	28	7	3.0	Useful
20.	Ability to demonstrate good knowledge of the business background	47	41	21	25	2.8	Useful
21.	Ability to understand the customers' behaviours	66	52	13	3	3.4	Useful



Table 1 above shows that 21 items contained in the table were all indicated as useful to business educators for the effectiveness in ICT related businesses in Olamaboro Local Government Area of Kogi State. Thus, each of the 21 items had mean score ratings of 2.5 and above used in this study as the minimum benchmark for the acceptance of each of the item. The implication therefore, is that the entire 21 item competences are useful to business educators for effectiveness in ICT related businesses in Olamaboro Local Government of Kogi State. The business competences include: good knowledge of business plan designs; demonstration of good knowledge of business SWOT assessment (strengths, weaknesses, opportunities, etc); ability to identify close competitors; ability to provide customers' needs; ability to reach out to prospective customers; ability to device strategies to outcompete rivals; ability to penetrate the market; ability to dominate the market; ability to demonstrate the use of e-skills; ability to establish business linkages; ability to maintain business relationship; ability to provide quality customer services; ability to redeem business promises; ability to demonstrate controlled business credit transactions; ability to respond to prompt demands of customers; ability to satisfy customers' desires without stress; ability to demonstrate high level of financial literacy; ability to keep accurate records of business transactions; ability to demonstrate good knowledge of the business background; and ability to understand the customers. Each of these items yielded a mean score above the benchmark score of 2.5. Thus, the basis of their acceptance as the useful business competences by Business Educators effectiveness in ICT related businesses in Olamaboro Local Government Area of Kogi State.

Discussion of Findings

The discussion of findings is made based on the research question that guided this study. Thus, result of data analyzed in table 1 indicated that 21 (twenty-one) itemized competences were all accepted. The implication therefore, is that the 134 business educators whose responses were elicited for analysis in the study 'Agreed' that the 21 (twenty-one) items business competences were all useful to business educators for establishing ICT related businesses in Olamaboro Local Government Area of Kogi State.

This result indicated that business educators need good knowledge of business plan designs and the possession of good knowledge of Business SWOT Assessment. Good knowledge of business plan design involves a demonstration of sound



knowledge of what it takes to start-up a business venture especially in the ICT related field. Good knowledge of business plan involves knowledge of business start-up requirements, business step by step procedures needed to establish a new business in a given environment. In this regard Hisk (2015) had earlier noted that sound knowledge of business plan design is a pre-requisite for new entrepreneurs to successfully establish their new businesses. The business plan design relating to capital out lay, risks and operational requirements. Again, respondents' responses equally indicated that the possession of good knowledge of Business SWOT assessment is needed by business educators for establishment of ICT related businesses in Olamaboro Local Government Area of Kogi State. This skill had a mean rating of 3.0. This high score indicates that the possession of good knowledge of Business SWOT Assessment is actually needed. The Business SWOT Assessment connotes that the business educator should be able to spot out the strengths, weaknesses, opportunities and threats to his new business. Again, respondents' responses indicated that ability to identify close competitors; provide customers' needs; reach out to prospective customers and the ability to device strategies to outcompete rivals are essential business skills needed by business educators for establishing ICT related businesses in Olamaboro Local Government Area of Kogi State. Each of these business skills rated mean scores of 2.9, 3.6, 3.4 and 2.8 respectively. Business skill requirements as indicated above by respondents are vital for the establishment of ICT related businesses. Thus, Olaitan (2018) stressed that the possession of fundamental business skills like ability to understand customers' behaviours, provide competitive customer services as well as initiating strategies to outcompete competitors are all very essential in running a private business.

Furthermore, subjects of this study indicated with high mean ratings that ability to penetrate the market, dominate the market, ability to effectively use e-skills to communicate effectively, establish linkages and maintain business relations were all accepted and reported as 'useful'competences for effectiveness in ICT related businesses in Olamaboro Local Government of Kogi State.

Again, based on the responses of the respondents, the ability to provide quality customer services, redeem business promises, handle controlled business credits, respond promptly to demands of customers as well as the ability to satisfy customers' desires without stress were all accepted and indicated as useful competences for



effectiveness in ICT related businesses by business educators in Olamaboro Local Government Area of Kogi State. Interestingly, these skill items rated mean scores of 2.8, 3.1, 2.8, 3.1 and 3.1 respectively.

These high ratings underscore the essential nature of these competences as pre-requisite for effectiveness in ICT related businesses in Olamaboro Local Government Area of Kogi State.

Finally, the subjects of the study Agreed that the ability to demonstrate high level of financial literacy, keep accurate records of business transactions, demonstrate good knowledge of the business background as well as the ability to understand the customer' behaviours and purchasing powers were all indicated as useful competences for effectiveness in ICT related businesses in Olamaboro Local Government Area of Kogi State. These items earned mean ratings of 2.9, 3.0, 2.8 and 3.4 respectively. These ratings are enough and above the 2.5 minimum score for acceptance of each item this study. Thus, the basis of their acceptance as pre-requisite competences for effectiveness in ICT related businesses. This finding is in agreement with the opinions of Bala (2019) where he emphasized that entrepreneurs' high level of financial literacy, business records management, knowledge of business activities and the understanding of customers' behaviours and purchasing powers are very essential in the operation of small scale businesses

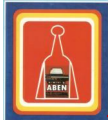
Conclusion

In conclusion, the study revealed that all the 21 competences are useful to business educators for effectiveness in ICT related businesses in Olamaboro Local Government Area of Kogi State.

Recommendations

The researcher recommended as follows:

1. That emphasis should be placed on those competences that are useful by business educators for effectiveness in ICT related businesses in the training of business educators.
2. Finally, on-the-job training programmes should be designed for business educators to acquire the needed competences.



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SYNERGY AND COLLABORATION OF INSTITUTION-INDUSTRY: A PANACEA TO DEVELOPMENT OF QUALITY OFFICE TECHNOLOGY AND MANAGEMENT CURRICULUM IN POLYTECHNICS

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Abstract

The study examined synergy and collaboration of institution-industry: a panacea to development of quality office technology and management curriculum in Polytechnics. Descriptive survey research design was used for the study. A sample of 89 respondents made up of lecturers and managers of organizations was selected. Synergy and Collaboration between Institution-Industry Questionnaires (SCIQ) which was duly validated with a Cronbach alpha reliability coefficient of 0.77 was used to gather data for the study. 89 copies of the questionnaire administered were retrieved and used for the study. The data collected to answer the research questions were analyzed using mean and standard deviation. The study found among others that synergy and collaboration between institution-industry will contribute to shared resources for sustainability of educational programme over time as well as create a foundation for co-investing in facilities and equipment; it will provide common employability skills needed by employers to be taught to students and reinforced in the classroom; it will also enhance the quality of OTM graduates because they will be ready made branded for the world of work. Based on the findings, conclusion were made while the following were recommended among others; that institutions and local industries should collaborate to organize seminars and workshops where they will share information on the changing trends in industrial practices and how these changes can be incorporated into the curriculum of OTM, there is the need for institutions to be charged with oversight responsibilities by putting up structures, enabling environment and policies that will facilitate industrial-institutional links. This will enable OTM students as a matter of urgency to acquire skills and competences replica to what is required to function in the industry so that they can be relevant in the 21st century world of work.

Keyword: Synergy, Collaboration, institution-industry, OTM skills, Curriculum



Introduction

Office Technology and Management is a new nomenclature for Secretarial Studies. The change in the name of the programme was borne out of the review of the curriculum by the National Board for Technical Education (NBTE) in 2004 in order to make Secretarial Studies programme to be more Information and Communication Technology compliant. The Polytechnic curriculum composes of four main components for both National Diploma and Higher National Diploma hence, General Studies/Education Foundation courses, Professional courses, SIWES. The professional courses are courses which give the student the theory and practical skills he needs to practice as a secretary. According to Ejeka and Ebenezer-Nwokeji (2016) in Agboola (2014) said greater prominence is given to ICT courses than shorthand and keyboarding; which had credit hours drastically reduced. The purpose is to actualize the demand for supply of manpower that have appropriate office skills and competences to manage office technologies to profit the organization given the current wave of information and communication technology.

Office Technology and Management was defined by Agoha (2011) as the education or training given to a person to equip him/her with secretarial skills. These skills include information processing skills such as acquisition, recording, analysing, synthesizing, organization, retrieval, display, and dissemination of information. Reprographic skill is the method of producing several copies of documents through a prepared master sheet (Oyinloye, 2012). This includes ability to operate duplicating machine, photocopy, scanning, printing and fax machine. Keyboarding skills is the acquisition of keyboard dexterity, sufficient typewriting skills, and adequate knowledge of word for accuracy to produce mailable documents. Also effective use of communication skills includes ability to interpret concepts, terms and abbreviations. Effective filing, indexing and good knowledge of records management skills is important. Computer and new technologies skill in information and communication technology includes ability to operate computer, browse the Internet, e-mail, etc. Effective use of telephone services and manners, and carry-out office functions are all important secretarial skills. The programme is to prepare individual students for gainful employment in office occupations. Whether paid employment or self employment, the emphasis is on exposure to and acquisition of knowledge, skills and attitudes relevant and adequate for employment in specific office occupation. To this end, for students to acquire this pre-requisite knowledge, skills and competencies in office occupation there is the need for development of



functional curriculum which will be useful in imparting these skills and competencies to the students. This will enable the students to acquire the expected skills, exposures and competencies needed in a modern office while in school.

Curriculum is an important part of any programme because it is from this that the output is measured. In this line, Oludele and Dosunmu (2013) stated that curriculum is a network of varying activities involves translating its design into classroom activities and changing people's attitudes to accept and participate in these activities. The new ICT-driven OTM curriculum expectedly threw up new challenges. The OTM curriculum was aimed at producing graduates who would be able to effectively manage the electronic driven office, and who would be equipped with secretarial and office skills for employment in various fields of endeavour. OTM programme provides students with in-depth administrative office preparation to meet the demands and challenges in the business environment. Through the programme, students can obtain marketable skills applicable to various careers and industries as well as cognitive skills transferable to other employment situations and life experience. The design of OTM programme components appears to be responsive to a global initiative with an objective that portends new academic direction in favour of ICT. The objectives, theoretical and practical contents of the new curriculum are geared towards integrating graduates of OTM department into the evolution of technology. In essence, curriculum should enable learners to find meanings to their lives. Technological changes in the office have been tremendous that only innovation in the curriculum content of Office Technology and Management can make its recipients fit into the automation office of the 21st century world of work (Akwa & Pwoli, 2009).

However, the present OTM curriculum is inadequate to enable students fit into the automation office of the 21st century because some OTM graduates perform below expectations in the office. This result from the fact that there was a mismatch between institution-industry skills needed to perform in a modern office. That is what the students were taught in school was different from the skills required in the industry. This was based on inadequate curriculum and lack of synergy between institution-industry to fashion out comprehensive curriculum that will reflect adequate up-to-date technology knowledge as demanded in the industries to be taught in Polytechnics. Oladunjoye (2015) asserted that the products of a deficient curriculum cannot function effectively and efficiently in today's consistent



technological changes in the work environment. The success of Office Technology and Management programme can only be measured and determined by the effectiveness, competence and job performance of the graduates of the programme. To a great extent the employers of labour are still complaining about the skills of graduates and that is one of the reasons a lot of OTM graduates are unemployed. Many of them cannot defend, practicalise and perform as expected what they claimed they were trained for or skill acquired while in school when they get to industry. To buttress this fact, Audu, Abdulkadir and Abdul (2013) stated in a recent survey research carried out that over 40 million graduates are unemployable into the industries because of lack of technical vocational and skills required for jobs available. Indeed there are vacancies for jobs in Nigeria but right now, there are little or no manpower with appropriate skills to fill the vacancies for the available jobs (Alfred, 2010). This is an indication that the training provided did not match the jobs available. Based on this, there is a dire need for synergy and collaboration between institution and industry to develop an acceptable curriculum that will enhance the quality of OTM graduates and fit to a modern office.

Synergy is defined as the interaction or cooperation of two or more organizations, substances, or other agents to produce a combined effect greater than the sum of their separate effects. It is the process describes people that work together and accomplish more than they could alone. When people of different disciplines work together towards a common goal, they achieve excellence and make a difference. It is the concept that combined value and performance of two companies which will be greater than the sum of the separate individual parts. Ejeka and Ebenezer-Nwokeji (2017) noted that institution-industry partnership involves a bilateral agreement, formal or informal to foster collaboration in education. This relationship is cooperative in view of the fact that each partner has something both to benefit and to contribute. The object of interest is to ensure maximum contributions to growth and progress on every side. The Wikipedia Dictionary (2015) defines collaboration as working together with others to achieve a common goal. This implied that both institution and industry need each other for the successful development of functional OTM curriculum that will make the recipient fit into the technological office environment. Owing to this fact, it became necessary for the adequate synergy and collaboration between institution and industry to seat on a round table to forestall this problem.



Statement of the Problem

Graduates of OTM today are no longer meeting the industry expectations in terms of their skills and competences. They are entering a world of work that is changing in all spheres technologically with little or no required skills and competences to perform in the 21st century business environment. According to Masaruf (2015) in Yang, (2008) noted that employers of labour today demand more skills than they did in the past. This implied that employers of labour are eager to employ workers who have received adequate training and are competent to execute their work with little or no supervision. This was corroborated by Oranu (2010) who observed that there are many factors that have contributed to the ever rising demand for skills in the labour market which include technological and organizational change, trade, deregulation of key industries and the decline of unions. As a result of the above factors OTM graduates have not been able to satisfy their employers in terms of required skills.

Onojetal (2014) reported that the mandate of business education curriculum (including OTM) is the production of graduates for self-employment, office employment and careers in other occupations. Such graduates are needed in the industry, but that they lack skills and competencies when employed by local and multinational companies is a serious problem. Ohiwerei, Azih, and Okoli (2013) stated that there are numerous problems militating against the maximum application of computer/ICT skill by secretaries in their respective organisations which also affects their operational performance. This was as a result of inadequate skills and competences acquired from school. Some of these problems as identified by Muhammad (2016) in Alasa and Kelechukwe (1998) includes lack of fund, electricity, inadequate computer and ICT facilities, poor level of computer literacy, poor and inadequate telecommunication facilities, poor practical application of the equipment to the performance of secretarial functions, lack of Internet facilities etc.

This is an unfortunate situation that must be checkmated if Secretarial profession must remain relevant in the social economic development of Nigeria. The wind of change in industrial production is in the direction of technological development. In this line, Audu, Abdukadir and Abdul (2013) stated that, the existing skills gap between the graduates of OTM and the industry has become a major concern of business organisations and educators in Nigeria. Employers of labor have continued



to express their concern and worry over the quality of the current graduates of OTM programme in their short of relevant skills required for employment (Idris & Rajuddin, 2012). Most employers of labor in Nigeria complained of inadequate skills of OTM graduates for most cutting edge technology, low practical knowledge and lack of confidence in carrying out their duties and responsibilities.

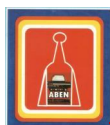
Research Questions

The following research questions were raised for the study:

1. What is the benefits of synergy and collaboration of institution- industry in development of OTM curriculum in Polytechnics?
2. What is the challenges of synergy and collaboration of institution-industry in development of OTM curriculum in Polytechnic?

Methodology

Descriptive survey design was adopted for this study. The population of the study comprised of OTM lecturers in government Polytechnics and managers at director level in selected private and public organisation in Kwara State. All 18 lecturers of OTM in Polytechnics in Kwara State were used sample and 71 managers selected purposefully from both private and public organisation in Ilorin were used. The purpose was that the researcher considered organizations that large enough to employ up to five secretaries. The instrument for data collection was a structured questionnaire tagged Synergy and Collaboration between Institution-Industry Questionnaire (SCIQ). The questionnaire is made up 35 items. The items were placed on 4 point rating scale of Strongly Agreed (SA) = 4, Agreed (A) = 3, Disagreed (D) = 2, and Strongly Disagreed (SD) = 1. The instrument was face validated by three experts at Kwara State Polytechnic. The Cronbach Alpha reliability test was used to determine the internal consistency of the instrument which yielded reliability co-efficient of 0.77. The researcher personally administered 89 copies of the questionnaires to the lecturers in the Polytechnics and managers of organisation. The 89 copies of the questionnaires administered were all collected. Mean and standard deviation were used to analyze the data collected for the study. The mean rating of 2.50 was used for decision regarding the research questions. This was calculated based on the 4 point rating interval used in the study. Items with mean values of 2.50 and above were considered as agreed while items with mean values below 2.50 were considered as disagreed.



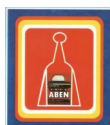
Results

Research Question One

What is the benefits of synergy and collaboration of institution- industry in development of OTM curriculum in Polytechnics?

Table 1: Mean Rating and Standard deviation benefits of synergy and collaboration of institution- industry in development of OTM curriculum in Polytechnic.

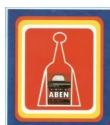
S/N	Item Statement	$\bar{X}$ ₁	SD	Remark
1.	The synergy and collaboration have potential to truly transform the curriculum of OTM and instructional practices	3.21	0.76	Agree
2.	The synergy and collaboration is based on a solid foundation of mutual understanding between institution-industry.	2.97	1.21	Agree
3.	Synergy and collaboration among Institution-industry in OTM curriculum development will enhance strong executive leadership from the participants	3.00	1.02	Agree
4.	The collaboration can cause meaningful changes to traditional Curriculum and instructional transformation	3.12	0.89	Agree
5.	Collaboration will bring about contextualized, modularized, competency-based curriculum; workplace-based learning; and learn-by-doing models.	3.67	0.61	Agree
6.	Synergy and collaboration can create sustained academic and career navigation supports for students.	3.45	0.79	Agree
7.	Synergy and collaboration will provide professional development that will equip the stakeholders' with skills needed to design new curricula, teach integrated occupational and academic course work, and better track student progress and employer needs.	3.71	0.57	Agree
8.	Synergy and collaboration can contribute to shared resources for sustainability of educational programme over time as well as create a foundation for co-investing in facilities and equipment.	3.09	0.82	Agree
9.	Synergy and collaboration in OTM curriculum development will continuously develop the academic model, define and refine the competencies and skills students must master to succeed in the 21 st century economy.	3.51	0.66	Agree
10.	The collaboration will enable industry to provide learning experiences to students through internships.	3.77	0.55	Agree
11.	Synergy and collaboration can build the future workforce as approach closer to bringing all the essential ingredients together for student and industry success	3.89	0.45	Agree



12.	Synergy and collaboration can provide employability skills needed by employers to be taught to students and reinforced in the classroom	3.01	1.01	Agree
13.	Synergy and collaboration will make students acquire ability to connect multiple locations (audio, video and computer), extends educational opportunities to distant locations, provide flexible format for meetings and accommodates a variety of classes	3.4	0.78	Agree
14.	Synergy and collaboration can improve academic and practical skills of students performance	3.76	0.56	Agree
15.	Synergy and collaboration can lead to new discovery ways of doing things-creatively among institution-industry	3.42	0.8	Agree
16.	Synergy and collaboration will enhance relationships, rapport and bond between students, lecturers, staff support, industry and increased efficiency among Institution-industry	3.34	0.92	Agree
17.	Synergy and collaboration will build appreciation of self-worth, boldness and confidentiality of the students	3.38	0.97	Agree
16.	Synergy and collaboration will make students to acquire new skills, knowledge, ideas, courage, exposures and competences in a wide range of techniques	3.28	0.89	Agree
17.	Synergy and collaboration can help OTM students to solve different kinds of familiar and non-familiar problems in both conventional and innovative ways.	3.61	0.62	Agree
18.	Synergy and collaboration can help students acquire the skill to demonstrate originality and inventiveness in work and understand the real world of work limits to adopting new ideas	3.11	0.9	Agree
19.	Synergy and collaboration can help students acquire the skill to assume shared responsibility for collaborative work among institution-industry	2.78	1.3	Agree
20.	Synergy and collaboration can transform theoretical to practical knowledge, competences, experiences, skills and confidence required of OTM students as needed in the 21 st century world of work	3.79	0.52	Agree
Aggregate mean and standard deviation		3.71	0.88	Agree

Source: Field Survey, 2019

Table 1 revealed that the respondents were unanimous in their responses to all the constructs in the Table, as they all agreed to all the constructs. This agreement was very evident as all the mean scores are well above the fixed decision value of 2.50. The standard deviation ranged from 0.45 to 1.3 which indicated low variability in the respondents' responses. This was also signified by the aggregate mean and standard deviation of 3.71 and 0.88 respectively. The implication is that synergy and



collaboration between industry-institution benefits in development of OTM curriculum in Polytechnics did not differ. This is because they perceived the collaboration to have positive benefits on the acquisition of 21st century skills and competences of OTM students as required by industry.

Research Question Two

What is the challenges of synergy and collaboration of institution-industry in development of OTM curriculum in Polytechnic?

Table 2: Mean Rating and Standard deviation challenges of synergy and collaboration of institution-industry in development of OTM curriculum in Polytechnic

S/N	Item Statement	$\bar{X}$	SD	Remark
1.	Challenges of arbitrary implementation of OTM programme and Teacher overwork can affect institution-industry collaboration	3.01	1.01	Agree
2.	Synergy and collaboration may be faced with problem of inadequate supply of ICT equipment and facilities	4.29	0.81	Agree
3.	Poorly equipped libraries, laboratories and inadequate lecture rooms	4.23	0.88	Agree
4.	Poor societal attitude and perception is a challenge confronted synergy and collaboration among institution-industry	4.04	1.08	Agree
5.	Synergy and collaboration confront with challenge of dearth of qualified teachers/personnel to integrate technological practical skills into learning areas	4.11	0.96	Agree
6.	Challenge of inadequate technology skill, unstable and unskilled teaching staff	4.04	1.08	Agree
7.	Poor state of the economy especially the recession period can be a challenge to institution-industry collaboration	4.29	0.90	Agree
8.	Corruption and lack of cooperation can be a challenge to institution-industry synergy and collaboration	4.08	1.14	Agree
9.	Scarcity and prohibitive cost of books, office machines and equipment is a challenge to synergy and collaboration	4.03	1.01	Agree
10.	Unfavourable government policy may affect institution-industry synergy and collaboration	4.26	0.88	Agree
11.	Incessant strike actions, Epileptic power supply, cult practices may affect institution-industry collaboration	4.29	0.90	Agree
12.	Poor supervision, poor career counseling will affect the collaboration	3.88	0.45	Agree



13.	Challenge of poor and outdated institution's training facilities and inadequate practical training to meet the modern trends in the industries	3.68	1.03	Agree
14.	Challenges of traditional teaching methods used have not succeeded in impacting positively on practical skills acquisition of graduates of OTM institutions.	3.34	1.05	Agree
15.	Synergy and collaboration face with OTM curricula that fall short to tackle the practical problems in industry	3.89	0.45	Agree
Aggregate mean and standard deviation		3.96	0.91	Agree

Source: Field Survey, 2019

From Table 2, it was revealed that all the respondents agreed in their responses to all the constructs in the Table. This agreement was very evident as all the mean scores are well above the fixed decision value of 2.50. The standard deviation ranged from 0.45 to 1.14 which indicated low variability in the respondents' responses. This was also signified by the aggregate mean and standard deviation of 3.96 and 0.91 respectively. This implied that despite the numerous benefits of synergy and collaboration between institution-industry, there are still challenges that will hinder the achievement of the partnership.

Discussion of Findings

The study examined the synergy and collaboration between institution-industry: a panacea to development of quality office technology and management curriculum. The study found that synergy and collaboration between institution-industry will be of many benefits to all stakeholders. Such benefits has the potential to truly transform the curriculum of OTM and instructional practice, it will bring about contextualized, modularized, competency-based curriculum; workplace-based learning; and learn-by-doing model, it will provide professional development that will equip the stakeholders' with skills needed to design new curricula, teach integrated occupational and academic course work, and better track student progress and employer needs. It will promote mutual understanding between institutionindustry and contribute to shared resources for sustainability of educational programme over time as well as create a foundation for co-investing in facilities and equipment. Moreso, the study found that the synergy and collaboration will provide common employability skills needed by employers to be taught to students and reinforced in the classroom. This finding supports the earlier finding of Zulita (2019) who stated that by infusing industry-based skills into education, it



would ensure students gain the practical know-how to match theories, and graduate with a holistic view of the specialisations and stand out among their peers when entering the workplace.

Most industries complaint results from inadequate skill requirement for most cutting edge technology, low practical skill and confidence. Most graduates are exposed to several re-training programmes since most of the graduates are regarded as unemployable going by the quality of instruction acquired from their various institutions. The study also found that synergy and collaboration between institution-industry would face challenges among which include; inadequate supply of ICT equipment and facilities, poor and outdated institution's training facilities and inadequate practical training to meet the modern trends in the industries, dearth of qualified teachers/personnel to integrate technological practical skills into learning areas, and the existing institution's curricula fall short to tackle the practical problems in the industry. Also corruption, lack of cooperation, incessant strike actions, epileptic power supply, cult practices, poor supervision, poor career counseling and unfavourable government policy were challenges to synergy and collaboration between institution-industry partnership. This means that despite the numerous benefits of synergy and collaboration between institution-industry, there are still challenges that will hinder the achievement of goal of the partnership.

In an attempt to address these challenges and establish the link between institutions and the industries Reddan and Harrison (2010) argued that institutions need to restructure their programmes to be responsive to the needs of the job market, especially the industry. Also Zulita (2019) noted that there is need to review performances, practical content, approaches and challenges that can be shared with industry partners so that further planning can be mapped out for a better future and to produce industry-ready graduates.

Conclusion

Based on the findings of this study which revealed that synergy and collaboration between institution-industry have a lot of benefits which include; provide students with skills in using shared windows (like electronic black-board) to show all participants such as text graphics, still images and hand drawn figures and synergy and collaboration between Institution-industry partnership will enhance lecturers, students, staff support and increased efficiency. Since this is the case, it means that



the polytechnics will be repositioned as this will bring a new direction of doing things. Although, the synergy and collaboration is perceived to face challenges but the benefits to be achieved outweighed the challenges.

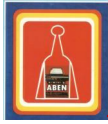
Recommendations

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

1. Institutions and local industries should collaborate to organize seminars and workshops where they will share information on the changing trends in industrial practices and how these changes can be incorporated into the curriculum of the schools.
2. There is the need for polytechnics management to take up the initiative of this synergy and collaboration between institution-industry in order to reap the great benefits of this partnership.
3. There is the need for all stakeholders to work together to overcome the challenges of synergy and collaboration between institution-industry as revealed in the study.

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EMPLOYERS' PERCEPTION ON STRATEGIES FOR IMPROVING SCHOOL-INDUSTRY COLLABORATION FOR QUALITY BUSINESS EDUCATION PROGRAMME IN TERTIARY INSTITUTIONS IN ANAMBRA STATE

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Abstract

The study determined employers' perception on the strategies for improving school-industry collaboration for quality business education programme in tertiary institutions in Anambra State. Two research questions and one null hypothesis were formulated for the study. The study adopted descriptive survey design. The population of the study was 390 managers of industries in Anambra State and the entire population was used as the sample size. 22-item five-point Likert scale questionnaire was used as the instrument for the study. The instrument was validated by two experts. Pilot-test was done and reliability co-efficient of 0.84 was established using Cronbach Alpha reliability method. Research questions and hypothesis were analyzed and tested using mean, standard deviation and t-test. The findings revealed that most of the available school-industry collaboration programmes in tertiary institutions are ineffective and that donation of equipment, regular organization of workshops and seminars among others are strategies identified for improving school-industry collaboration. The recommendations arising from the findings were among others that industrial experts and government should contribute meaningfully in school-industry collaboration programmes in areas of donation of equipment and provision of adequate funding to tertiary institutions offering business education programme in Anambra State.

Keywords: *Strategies, School-industry collaboration, quality, business education programme and tertiary institution.*

Introduction

Business education as an aspect of vocational education can be described as that which is concerned with the preparation of skilled manpower. It is a form of education, training or retraining which is directed towards developing the learner to become productive in a paid employment or self employment in business (Azuka and Nwosu, 2018). They further stated that the emphasis is not only on the provision of



skilled manpower for a static economy but also continuing to do so for a dynamic one, especially with changing societal needs for technological advancement.

Recent technological advancement offer tremendous challenges and significant opportunities for business education graduate. Globally, the nature of office work is undergoing tremendous challenges in recent times as a result of the influx of new technologies in organizations. There is a technological race between the business environment and educational institutions. This was why Atepor (2018) stated that recent changes in the external environment such as internationalization of education, technological innovation as well as labour market demands for new skills which inevitably leads to a shift in perception about the institution. Atepor advised that it is important for business education students who will form part of the stakeholders in the organization in future to be educated on standard institutional activities that are undertaken with due diligence and accountability to meet organizational objectives.

Igberaharha (2018) held the view that the tertiary education system has an important role in achieving long term and sustainable human capacity building. The goal of tertiary education is summarized as to contribute to national development through high relevant manpower training as well as to enable its recipients acquire both physical and intellect skills, competencies and knowledge which will enable individuals to be self reliant and useful members of the society at large, (Esene in Nwosu, crossdale and Ofulue, 2018).

To achieve these goals, there must be quality assurance in educational programmes in tertiary institutions (business educational programme inclusive). Igberaharha (2018) asserted that quality is at the top of most agenda and that improving quality is probably the most important task facing any educational institution. Quality as defined by Amor in Rotua (2017) is the standard of something as compared to other things. With respect to education, quality is seen by Oladipo, Adeosun and Oni in Ezenwanne (2019) as the ability or degree to which an education conforms to established and appropriateness. Therefore, quality in business education means the relevance and appropriateness of its programme to the needs of the community for which it is provided. Effective business and functional programme must as a rule, provide students with a variety of dynamic and viable learning experience so that they will be ready to perform in a professional manner upon entrance into the first career positions.



This explains the reason why Azuka and Nwosu (2018) suggested that in order to keep business education programme in tune with the demands of our ever changing business environment, there is need for collaboration between school and industry. They posited that business schools and the industry should always cooperate in order to ensure that what is being provided is what is required by the employees. Uwanze in Emeasoba and Mmuo (2018) defined school-industry collaboration as the partnership between formal education and industrial sector to create enabling environment for students to acquire hands-on experience, knowledge, skills and appropriate attitude to work. It is the cooperation between highly skilled personnel in many industries and educators which enable business education students to have practical training. It is a means through which industries meaningfully contribute to the training of students in appropriate skills relevant for employment. School-industry collaboration is beneficial to both the educational sector and the industries.

The viable working relationship between highly skilled personnel in many industries and educators has played a major role in providing quality education programme. In the opinion of Atepor (2018), partnership and network in universities and business communities goes a long way to benefit students and staff as they involve in innovative and entrepreneurial activities through internships, conferences, research projects, seminar and consequently apply their knowledge in the real world environment.

School-industry collaboration help to strengthen school in academic skills, enrich the educational process through the talents, ideas, skills and competencies of the industry managers (Emeasoba and Mmuo, 2018). Such collaboration gives business education student the opportunity to receive the appropriate training from the real work environment which helps to bridge the gap between the needs of employer of labour and classroom experience. To ensure quality business education programme in tertiary institutions and qualitative business education graduates, adequate strategies must be put in place for the improvement of school-industry collaboration.

Strategies according to Okoye and Ashibogwu (2018) are the techniques or mechanism put in place to maintain degree of quality of excellence of a product or service. Strategies are the same as methods and procedures of attaining a goal. Supporting this view, Ugwuanyi in Emeasoba and Mmuo (2018) noted that strategy is a broad basic plan of action which individual(s) or organization(s) intend to reach



goals. In business education programme, Jim (2017) and Atepor (2018) identified available programme that needed school-industry collaboration to include Student Industrial Work Experience Scheme (SIWES) skill acquisition programme for students, special skills training/retraining for lecturers, curriculum planning and review, research collaboration and grants, scholarship to students etc. Uchenu, Okeke-Okonkwo and Ifi (2018) noted that a functional business education programme requires effective partnership with relevant industries which the graduates will serve but lamented that the experience acquired by business education students through SIWES are not adequate to their training needs. Consequently, this has resulted to their inability to secure employments in corporate industries in Nigeria. Most employers of labour in industries complain of non possession of adequate skills by graduates from tertiary institutions especially in this current technological advancement, having low practical know-how and lack of confidence. It becomes imperative to find out from the employers of labour strategies that will improve school-industry collaboration for quality business education programme. There is the need to prepare business education students in tertiary institutions to fit into world of work and to combat unemployment menace in Nigeria, hence the need for the study.

Statement of the Problem

School-industry collaboration has a greater role to play in facilitating the transition from school to world of work with a view to expose graduates for skill acquisition and industrial experience especially in handling equipment and machinery which they are likely to meet after their graduation. Greater collaboration between school and industry will also not only satisfy the immediate needs of graduates of tertiary institution but also ensure that employers themselves are satisfied by the quality of the graduates. Despite this role, it has been observed that the linkage between institution and industry is very weak in Africa (Nigeria inclusive) and do not produce the skill assets needed for industrial productivity leading to low absorption level by the available industries (Uchenu et al, 2018). They went further to lament that graduates from the nation's tertiary institutions most especially business education graduates have been unable to get jobs in corporate industries and companies in Nigeria.



Employers mostly complain of possession of inadequate skills, low practical know-how and lack of confidence by business education graduates. This was as a result of mismatch between the training received in school and the expectations of employers of labour. Employers demand graduates who can leverage technology and can advance the organization's strategy and operation (Atepor, 2018). Rufai, Bakar and Rashid (2015) lamented that there is dearth of meaningful relationship between institutions and the world of work and that this problem need to be properly addressed if at all, such a programme is to bridge the skills gap mismatch between courses studied in school and the employment market. For business education graduates to gain meaningful employment in industries, there is the need to make school-industry collaboration in tertiary institution to be effective. In effect the study is concerned with finding out employers' opinion on strategies for improving school-industry collaboration for quality business education in tertiary institutions in Anambra state

Research Questions

The study sought answers to the following questions:

1. How effective do employers consider the available school-industry collaboration programmes for quality business education programme in tertiary institutions in Anambra State?
2. How important do employers consider strategies for improving school-industry collaboration for quality business education programme in tertiary institutions in Anambra State?

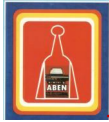
Hypothesis

This null hypothesis was tested at 0.05 level of significance:

Ho: There is no significant difference in the mean response of male managers and female managers on their perception on the strategies for improving school-industry collaboration in tertiary institutions in Anambra State.

Method

The study adopted descriptive survey design. This design was considered appropriate for the study since it sought the opinions of employers on the strategies



for improving school-industry collaboration for quality business education programme. The population of the study consisted of 390 managers of industries registered with Ministry of Commerce, Trade, Market and Wealth Creation in Anambra State. The entire population was used as the sample size because of its manageable size. The researchers developed a 22-item five-point rating scale instrument for the study titled 'Employers' Perception on Strategies for Improving School-Industry Collaboration For Quality Business Education Programme Questionnaire (EPSISICQBEPQ). The response categories were Very Effective/Very Important, Effective/Important, Slightly Effective/Slightly Important, Ineffective/Unimportant and Very Ineffective/Very Unimportant. Part A contained information on demographic data while part B contained information relating to research questions. The instrument was validated by two experts, one in business education and the other in measurement and evaluation. The questionnaire had an overall reliability index of 0.84 using Cronbach Alpha reliability method and this was established through a pilot test on 20 managers of industries in Enugu State.

390 copies of the questionnaire were administered through personal contact by the researchers with the help of three research assistants. 370 copies of the questionnaire were returned and found usable. The analysis was based on this number. Data collected were analyzed using mean standard deviation (SD) and t-test statistics. The analyses were done with statistical package for the social sciences (SPSS). Mean and standard deviation were used to answer the research questions. Decision on the questionnaire items was based on the real limits of numbers. The decision was that items with mean ratings of 4.50-5.00 were regarded as very effective/important. Mean ratings from 3.50-4.49 were considered as effective/important and items with mean ratings from 2.50-3.49 was considered slightly effective/important. Furthermore, items with mean ratings of 1.50 -2.49 and 1.00 -1.49 were considered ineffective/unimportant and very ineffective/unimportant. Student t- test was however used to test the null hypothesis. The null hypothesis of no significant difference was rejected where the calculated t-value was equal to or greater than the table t-value for a given degree of freedom at $P = 0.05$ level of significance. The null hypothesis of no significant difference was upheld where the calculated t- value was less than the table t- value of 0.05 level of significance.



Results

Research Question 1

How effective do employers consider available school-industry collaboration programmes for quality business education programme in tertiary institutions in Anambra State?

Table 1: *Managers' Mean Responses on Available School-Industry Collaboration Programmes for Quality Business Education Programme in tertiary institutions in Anambra State. N=370*

S/N	Item	Mean ($\bar{x}$)	SD	Decision
1.	Collaboration through shared facilities	2.11	0.56	Ineffective
2.	Appointment of industrial experts in tertiary institutions governing council	2.68	0.47	S.effective
3.	Technical support programme	2.11	0.56	Ineffective
4.	Mentorship	2.11	0.56	Ineffective
5.	Planning of excursion to industries	2.81	0.83	S.effective
6.	Siwes programme	3.08	0.67	S.effective
7.	Giving scholarship to students	2.81	0.83	S.effective
8.	Skill acquisition programme for students	2.03	0.64	Ineffective
9.	Communication between stakeholders	2.03	0.64	Ineffective
Grand Mean		2.42		Ineffective

Table 1 reveals that the respondents rated four of the items as being slightly effective having the means ranging from 2.68 to 3.08. Six other items with means ranging from 2.03 to 2.11 were rated as being ineffective. The cluster mean of 2.42 indicated that the respondents were of the opinion that the available school-industry collaboration programmes for quality business education programme in tertiary institution in Anambra State were ineffective. The standard deviation of 0.47 to 0.83 shows that the respondents' opinions are homogeneous.

Research Question 2

How important do employers consider strategies for improving school-industry collaboration for quality business education programme in tertiary institutions in Anambra State?

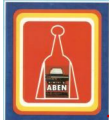
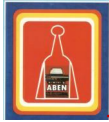


Table 2: *Managers' Mean responses on strategies for improving school-industry collaboration for quality business education programme. N = 370*

S/N	Item	Mean ($\bar{x}$)	SD	Decision
1.	Donation of equipment tools and instrument by industries	4.51	0.55	V. 1mpt
2.	Organization of regular visits to factory sites	4.21	0.75	Impt
3.	Regular presentation of papers by industry experts in capacity building workshops and seminars	4.27	0.76	Impt
4.	Appointment of school industry liaison officer	4.24	0.67	Impt
5.	Provision of career advice by industries to tertiary institution	3.78	0.69	Impt
6.	Involvement of industries in developing courses based on industrial needs through curriculum upgrading	4.35	0.78	Impt
7.	Vacation employment for students who are interested in working in industry for short period	3.84	0.75	Impt
8.	Assistance to various projects schools by industries	3.95	0.77	Impt
9.	Effective implementation of SIWES expose students to industrial practice	4.51	0.55	V. Impt
10.	Giving students access to reference sources not available in institutions and special information concerning functions and structures	3.84	0.75	Impt
11.	Provision of enough funding for research and development in schools to a create strong hik with industries	4.22	0.74	Impt
12.	Training and retaining of business education lecturers on modern practice in industries	4.03	0.72	Impt
13.	Provision of adequate infrastructures by tertiary institutions and government	4.11	0.69	Impt
Grand Mean		4.14	0.24	Impt

Table 2 shows that the respondents rated two items (1 and 9) to be very important strategies for improving school-industry collaboration in tertiary institutions in Anambra State with the means of 4.51 and 4.51. The remaining eleven items were rated to be important strategies for improving school-industry collaboration with the means ranging from 3.78 to 4.35. The Cluster mean of 4.14 shows that the respondents rated all the strategies to be important for improving school-industry collaboration in tertiary institutions in Anambra State. The standard deviation of 0.55 to 0.78 shows the respondents' opinions are homogenous.



Hypothesis

There is no significant difference in the mean responses of male managers and female managers on their perception on the strategies for improving school-industry collaboration in tertiary institutions in Anambra State.

Table 3: *t-test Analysis of Male and Female managers' on the strategies for improving school-industry collaboration in tertiary institutions in Anambra State.*

Respondents	N	$\bar{x}$	SD	DF	t-cal	t-crit	Decision
Male	356	4.14	0.24	368	0.10	1.96	Not significant
Female	14	4.14	0.23				

From Table 3, the t-calculated value of 0.10 is less than the t-critical table value of 1.96 at 0.05 level of significance and degree of freedom of 368. The hypothesis is therefore accepted.

Discussion of Findings

The findings of the study in research question 1 revealed that four items with mean scores ranging from 2.68 to 3.08 were rated as slightly effective while six items with mean scores ranging from 2.03 to 2.11 were rated as ineffective available school-industry collaboration programmes. This implies that most of the available school-industry collaboration programmes in tertiary institutions are ineffective and this was also buttressed by the cluster mean of 2.42. This is in line with the findings of Jim (2017) and Rufai et al (2015) who acknowledged the existence of such collaborative ventures and notably among them was SIWES. They expressed fear that quite a number of such collaborative programmes make little or no impact on graduate employability skill. Although SIWES is considered as being part of the core course in business education programme, the main problem was its inability to yield any meaningful successful positive result since its inception. Rufai et al (2015) further stated that representations of industrial experts to serve in institutions governing council still exists but argued that it does not serve its purpose because it does not provide such experts the opportunity to engage the academic department directly with a view to fully participate in developing programme of study.

The findings of the study on research question 2 revealed that all the respondents rated all the items as strategies for improving school-industry collaboration for



quality business education programmes with the mean scores ranging from 3.78 to 4.51. This implies that employers agreed that they should be actively involved in school-industry collaboration for it to enhance quality business education programme. The finding is supported by the findings of Udegbnam, Igomu, Enenchukwu and Igbinothodua (2018), Rufai et al (2015) and Atepor (2018) who found out that cooperation of industries in supervision of SIWES programme, donation of equipment, tools and instrument, appointment of school-industry liaison officers, regular organization of workshops and seminars with industry experts as speakers, assistance to projects, planning of work-visits/excursions, training and retraining of business education lecturers on modern practices, etc are strategies identified for improving school-industry collaboration for quality business education programme.

Results in table 3 revealed that male managers do not significantly differ from their female counterparts on the strategies for improving school-industry collaboration for quality business education programme. For school-industry collaboration to be improved, both the tertiary institutions and industries must participate actively in business education programme.

Conclusion

There is no doubt that greater collaboration between education and business sector will not only satisfy the immediate needs of graduates of tertiary institutions but will also ensure that employers themselves are satisfied with the quality of the graduates. Based on the findings of the study, it was concluded that the available school-industry collaboration programmes are not effective and as such there is dearth of meaningful relationship between institutions and the world of work. However, if the improvement strategies for the collaborative programmes are implemented, it will make them effective and as such bridge the skill gap mismatch between business education programme and the employment market.

Recommendations

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

1. Collaborative research between tertiary institutions offering business education programme and the business sector should be encouraged to enable the business sector contribute meaningfully to business education programme.



2. Strong connections between tertiary institutions and industries should be maintained in order to make collaboration programmes in business education effective.
3. Government should provide adequate funds to tertiary institutions offering business education programme for the procurement of equipment to prepare the students for the world of work.

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WORK-BASED LEARNING FRAMEWORK FOR EFFECTIVE IMPLEMENTATION OF BUSINESS EDUCATION CURRICULUM IN TERTIARY INSTITUTIONS IN DELTA STATE, NIGERIA

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Abstract

The study investigated work-based learning framework for effective implementation of Business Education curriculum in tertiary institutions in Delta State, Nigeria. This study adopted a descriptive survey research design. To achieve the main purpose of the study, four research questions were answered while four null hypotheses were tested at 0.05 level of significance. The population for the study was 331 which comprise of the entire 103 Business Education lecturers and 228 final year Business Education students form Delta State University Abraka, Federal College of Education Asaba, Delta State College of Education Agbor and Delta State College of Education, Warri. The entire population of 331 Business Education lecturers were used; therefore, there was no sampling. The instrument for data collection for the study was a structured questionnaire, face-validated by three experts in Business Education. The reliability of the instrument yielded a Cronbach Alpha coefficient of 0.79. Out of the 331 copies of the questionnaire administered, 265 copies were completely filled and returned representing 84.3% return rate. Data collected were analysed using mean and standard deviation for answering the research questions while t-test statistics was used for testing the hypothesis. Based on the data collected and analysed, the study found that the current practice of work-based learning in Business Education in the state is very poor. The study concluded that, work-based learning is a suitable learning framework for use in Nigeria tertiary institutions for the production of quality craftsmen and technicians with required work skills for work. The study among others recommended policy framework to ensure functional work-based learning in Business Education and other areas of technical and vocational education in Delta State and Nigeria in general.

Keywords: *work-based learning, framework, business education, curriculum, tertiary institution.*



Introduction

Tertiary institutions are established to provide knowledge, skills and training to students who have successfully passed through secondary education and desirous of pursuing a chosen discipline for career. Tertiary institution, according to Okute and Agomuo (2010) is a third tier of learning which provides training in an ever-increasing number of specializations necessary for the modern society. There are various levels of tertiary institutions in Nigeria which includes universities, polytechnics and colleges of education, among others. It is a higher level of education for advanced education following the completion of secondary education. The duration of the study may be from four to seven years or more, depending upon the nature and complexity of the programmes pursued (Brickman, 2009). Education at this level equips individual with specialised knowledge and skills for work on graduation. In Nigerian tertiary education system, Business education is one of the vocational education courses where students enrolled and trained in pedagogy to earn a degree.

Business education, according to Agboh (2015) is a class of education for, and about business, that trains learners to use their head, heart and hand to earn a living either as self of paid employee in business related career. Nwuzoh (2016) defined Business Education as the type of education that gives individual the needed skills and knowledge to succeed in either small, medium or large scale businesses. In the view of Ugwuogo (2013), Business education is an aspect of vocational education that provides instruction and preparation for office occupations such as secretary, shorthand-typist or stenographer, bookkeeper, data processor, word processor, computer analyst and accountant. Business education programme is one of the courses offered in tertiary institutions that provide marketable skills in the five major areas of accounting, office technology and management and marketing/distributive occupations, consumerism and entrepreneurship. Similarly, Osuala in Nwalado and Oru (2016) submitted that Business education is a programme of instruction which consist of (i) Office education; a vocational education programme for office career through initial, refresher and upgrading education leading to employability and advancement in office occupation, and (ii) General business education; a programme 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.

The objectives of Business education programme according to Aliyu (2013) include: the need for specialized instruction to prepare students for career in business,



developing in students' fundamental instruction to help them assume their economic roles as consumers, workers and citizens and equipping them with background instruction to assist them in preparing for professional careers interest for advanced study. Binuomote and Okolie (2015) posited that equipping Business Education graduates with needed skills for small scale business has the potency of making them to be productive thereby creating job opportunities. One of the active means of equipping Business Education graduates with needed skills for work is through adoption of functional work-based learning.

Work-based learning according to Becker (2007), is a learning approach that encompasses a working experience in which students go through a learning process both in industry and institution to gain the experience and apply the skills in the related industries according to what is required in an actual working environment. Work-based learning as described by Sodiechowska and Maisch (2006) is a learning plan where *students are full-time employees whose programmes of study are fully embedded in the workplace and is designed to meet the learning needs of the employees and the aims of the organisation*. Amadi (2013) stated that work-based learning arrangement avails learners opportunities to acquire a variety of skills upon exposure to rigorous academic engagements simultaneously with hands-on career development experiences. The report of Virginia Department of Education (2018) showed that work-based learning builds career and college readiness through a continuum of experiences designed to foster improved educational outcomes for students with disabilities. In their opinions, Kamin, Latib, Amin, Saud and Ahmad (2018) shared that, as a workplace learning environment, the application of the work-based learning programme genuinely involves real experiences when it transforms theory into practice in the workplace context. Schrenko (2010) observed that work-based learning programme include work experience opportunities, job training and work experiences coordinated with both academic and occupational learning in school-based programmes that are relevant to students' programme of study for career development. Lemanski, Mewis and Overton (2011) acknowledged that work-based learning strategy is a vital part in the ongoing and future development of the existing workforce, and functional implementation of skill-based curriculum.

Curriculum is a programme of education prepared for definite group of learners within a time frame in order to achieve the intended learning and behavioural outcomes (Alade, 2005). Similarly, Norman in Aliyu (2013) described curriculum as an organized framework that sets out the contents that the learners are to learn; the



process through which learners achieve goals which the curriculum sets for them; what educators do to help learners to achieve these goals and the contexts in which teaching and learning occur. This can only be achieved through effective implementation of the curriculum. Effectiveness, as described by Ohakwe in Nwalado (2017) is the condition where desired outcomes or results are attained with minimal expenditure of resources when an activity is performed. Olaitan, Nwachukwu, Igbo, Onyemachi and Ekong (1999) stated that effectiveness is an impact of a group of activities performed on the achievement of intended learning outcomes.

It is imperative to state that part of the present problems undermining the achievement of the objectives of Business education is ineffective implementation of the curriculum using skilled oriented approaches such as work-based learning to address the gross skill deficiency of students. Business Education graduates roam the street in search of white collar jobs as they lack the needed skills necessary for becoming paid or self-employed. It is based on this foundation that this study was carried out to evolve work-based learning framework for effective implementation of Business Education curriculum in tertiary institutions in Delta State, Nigeria.

Research Questions

Based on the specific purposes, the study answered the following research questions:

1. To what extent are Business education students engaged with work-based learning practices in tertiary institutions in Delta State
2. What are the administrative frameworks for effective implementation of Business education curriculum in tertiary institutions in Delta State, Nigeria?
3. What are industry-institution frameworks for effective implementation of Business education curriculum in tertiary institutions in Delta State, Nigeria?
4. What are resource management frameworks for effective implementation of Business education curriculum in tertiary institutions in Delta State, Nigeria?

Research Hypotheses

- H₀:** There is no significant difference in the mean ratings of the Business Education Lecturers and students on extent of engaging students with work-based learning practices in tertiary institutions in Delta State.
- H₀₂:** There is no significant difference in the mean ratings of the Business Education Lecturers and students on administrative frameworks for effective implementation of Business education curriculum in tertiary institutions in Delta State, Nigeria.



H0₃: There is no significant difference in the mean ratings of the Business Education Lecturers and students on industry-institution frameworks for effective implementation of Business education curriculum in tertiary institutions in Delta State, Nigeria.

H0₄: There is no significant difference in the mean ratings of the Business Education Lecturers and students on resource management frameworks for effective implementation of Business education curriculum in tertiary institutions in Delta State, Nigeria.

Method

Descriptive survey research design was adopted to carry out the study. Check and Schutt (2012) viewed descriptive survey research design as the collection of information from a sample of individuals through their responses to questions. A *survey design* is a process of conducting a research while a *questionnaire* is the instrument to gather the required data from sample of respondents.

The population for the study was 331 subjects, made up of all the 103 Business education lecturers and 228 final year students of Business Education from four tertiary institution offering Business Education programmes in Delta State. The tertiary institutions from which the samples were selected include: Delta State Univeristy, Abraka, Federal College of Education Asaba, Delta State College of Education, Agbor and Delta State College of Education, Warri. Due to the manageable size, the entire populations of 331 subjects were used as respondents for the study; therefore, there was no sampling. The instrument for data collection for the study was a structured close-ended questionnaire. The questionnaire was structured into four sections in line with the four specific purposes of the study. The response options for section one were: Very High Extent (VHE); High Extent (HE); Low Extent (LE) and Very Low Extent (VLE) with corresponding values of 4, 3, 2, and 1 respectively. On the other hand, the response options for sections 2, 3 and 4 were: Strongly Agree (SA); Agree (A); Disagree (D); and Strongly Disagree (SD) with corresponding values of 4, 3, 2, and 1 respectively.

The instrument was face-validated by three Business Education lecturers. Cronbach Alpha reliability method was used to ascertain the reliability of the instrument which yielded a coefficient of 0.79. Data for the study were collected with the help of four research assistants with one from each of the four schools. Out of the 331 copies of

the questionnaire administered, 265 copies were completely filled and returned representing 84.3% return rate. The data collected were analysed using frequency, percentage and mean for answering the research questions while t-test statistics was used for testing the null hypotheses at 0.05 level of significance.

To answer research questions mean and standard deviation were employed using 4-point rating scale technique which was categorized into four response options as follows:

Response Options		Ordinal values
Very High Extent (VHE) / Strongly Agree (SA)	=	4
High Extent (HE) / Agree (A)	=	3
Low Extent (LE) / Disagree (D)	=	2
Very Low Extent (VLE) / Strongly Disagree (SD)	=	1

The cut-off point for the response option was obtained thus:

$$\frac{4+3+2+1}{44} = \frac{10}{44} = 2.50 \text{ (cut-off point)}$$

Based on the obtained cut-off point value, any item with mean value of 2.50 and above was interpreted as “High Extent or Agree” as the case may be while items with mean values less than 2.50 were interpreted as “Low Extent” or “Disagree” as the case may be. On the null hypotheses tested, the hypothesis of no significant difference was accepted for items whose p-values were greater than 0.05 level of significance while hypothesis of no significant difference was rejected for items whose p-values were less than 0.05 level of significance.

Results

Research Question One

To what extent are Business education students engaged with work-based learning practices in tertiary institutions in Delta State?

H₀₁: There is no significant difference in the mean ratings of the Business Education Lecturers and students on extent of engaging students with work-based learning practices in tertiary institutions in Delta State.

The data for answering research question one and testing hypothesis one are presented in Table 1 below.

Table 1: Mean Ratings of the Responses of Business Education Lecturers and Students on Extent to which Business Education Students are Engaged with Work-based Learning Practices in Tertiary Institutions in Delta State (N = 265)

SN	Extent of Engaging Students with the Following Work-based Learning Practices	$\bar{X}_L$	$\bar{X}_S$	$\bar{X}_G$	SD	p-value	Rmks RQ	H0
1.	Field trips	2.71	2.60	2.66	0.66	0.17	HE	NS
2.	Workplace tours	2.35	2.31	2.34	0.65	0.30	LE	NS
3.	Paid employment	2.40	2.36	2.38	0.70	0.51	LE	NS
4.	Apprenticeships	2.74	2.71	2.72	0.65	0.89	HE	NS
5.	Work-study programmes	2.41	2.45	2.43	0.61	0.32	LE	NS
6.	School-based enterprise	2.33	2.10	2.22	0.75	0.04	LE	S*
7.	Paid and unpaid internships	2.61	2.57	2.59	0.68	0.77	HE	NS
8.	Cooperative work experience programme	2.15	2.10	2.13	0.65	0.23	LE	NS
9.	Job training	2.34	3.30	2.82	0.68	0.22	HE	NS
10.	Volunteering	1.98	1.87	1.92	0.76	0.32	LE	NS
11.	Career fairs	2.29	1.98	2.13	0.67	0.03	LE	S*
12.	Business mentorships	2.59	2.52	2.56	0.94	0.19	HE	NS
13.	Job shadowing	1.83	1.77	1.80	0.97	0.29	LE	NS

Note: $\bar{X}_L$ = Mean of Lecturers; $\bar{X}_S$ = Mean of Students; $\bar{X}_G$ = Grand Mean; HE = High Extent; LE = Low Extent; N = No of Respondents; S* = Significant; NS = Not Significant; Sig. at 0.05.

The grand mean ratings of items 1, 4, 7, 9 and 12 are 2.66, 2.72, 2.59, 2.82 and 2.56 respectively which are in each case greater than the cut-off point value of 2.50 on 4-point rating scale. This indicated that the five identified work-based learning practices are too high extent used for teaching Business education students in tertiary institution in Delta State. The grand mean ratings of the remaining 8 items in the table ranged from 1.80 to 2.43 which are all less than the cut-off point value of 2.50 on 4-point rating scale. This indicated that the eight work-based learning practices are to low extent used for teaching Business education students in tertiary institution in Delta State. The standard deviation values of the 13 items in the table ranged from 0.61 to 0.97 which signified that the responses of the respondents are close to one another and the mean.

The data presented in Table 1 on hypothesis one revealed that the p-values of 11 out of the 13 items in the Table ranged between 0.17 to 0.89 which are in each case greater than 0.05 level of significance. This indicated that there were no significant differences in the mean ratings of the responses of Business Education Lecturers and students on extent of engaging students with the 11 work-based learning practices in tertiary institutions in Delta State. Therefore, the null hypothesis of no significant difference is accepted on the 11 items. The p-values of the remaining two items, specifically, items 6 and 11 were 0.04 and 0.03 respectively which were less than

0.05 level of significance. This signified that there were significant differences in the mean ratings of the responses of Business Education Lecturers and students on extent of engaging students with the 2 work-based learning practices in tertiary institutions in Delta State. Hence, the null hypothesis of no significant difference is rejected on the 2 items in the table.

Research Question Two

What are administrative frameworks for effective implementation of Business education curriculum in tertiary institutions in Delta State, Nigeria?

H₀₂: There is no significant difference in the mean ratings of the Business Education Lecturers and students on administrative frameworks for effective implementation of Business education curriculum in tertiary institutions in Delta State, Nigeria.

The data for answering research question two and testing hypothesis two are presented in Table 2 below.

Table 2: Mean Ratings of the Responses of Business Education Lecturers and Students on Administrative Frameworks for Effective Implementation of Business Education Curriculum in Tertiary Institutions in Delta State, Nigeria (N = 265)

SN	Administrative Framework for Implementing Business Education Curriculum include:	$\bar{X}_L$	$\bar{X}_S$	$\bar{X}_G$	SD	p-value	Rmks RQ	H0
1.	Industrial consultative committee for implementation of work-based learning.	3.31	3.38	3.35	0.72	0.15	A	NS
2.	Formulating law to compel TVET firms for cooperation with training institution.	3.38	3.41	3.39	0.66	0.54	A	NS
3.	Mandating ITF to regulate students posting to industries of relevance for IT or SIWES	3.46	3.44	3.45	0.69	0.58	A	NS
4.	Retooling Business Education Laboratory to replicate modern offices.	3.59	3.34	3.46	0.69	0.02	A	S*
5.	Excluding firms hosting students in work-based learning from tax through tax rebate.	3.32	3.35	3.34	0.84	0.63	A	NS
6.	Adopt central industrial training exams for students on work-based learning	3.53	3.48	3.50	0.65	0.22	A	NS
7.	Supporting students on work-based learning with monthly stipend by the government.	3.45	3.47	3.46	0.71	0.76	A	NS
8.	Allowing students on training guided access to require occupation information.	3.23	3.20	3.21	0.96	0.74	A	NS
9.	Improve the administrative methods of industrial liaison offices of TVET institution	3.58	3.26	3.43	0.75	0.02	A	S*
10.	Ensure work-based learners' adequate access to industrial facilities and machines.	3.43	3.44	3.44	0.60	0.90	A	NS

Note: $\bar{X}_L$ = Mean of Lecturers; $\bar{X}_S$ = Mean of Students; $\bar{X}_G$ = Grand Mean; A = Agreed; N = No of Respondents; S* = Significant; NS = Not Significant; Sig. at 0.05.



The grand mean ratings on the 10 items in table 2 ranged from 3.21 to 3.50 which are all greater than the cut-off point value of 2.50 on 4-point rating scale. This indicated that the 10 identified items in the table are administrative frameworks for effective implementation of Business education curriculum in tertiary institutions in Delta State, Nigeria. The standard deviation values of the 10 items in the table ranged from 0.60 to 0.96 which signified that the responses of the respondents are close to one another and the mean.

The data presented in Table 2 on hypothesis two further showed that the p-values of 8 out of the 10 items in the Table ranged between 0.15 to 0.90 which are in each case greater than 0.05 level of significance. This indicated that there were no significant differences in the mean ratings of the responses of Business Education Lecturers and students on the 8 administrative frameworks for effective implementation of Business education curriculum in tertiary institutions in Delta State, Nigeria. Therefore, the null hypothesis of no significant difference is accepted on the 8 items. The p-values of the remaining two items, specifically, items 4 and 9 were 0.02 and 0.02 respectively which were less than 0.05 level of significance. This indicated that there were significant differences in the mean ratings of the responses of Business Education Lecturers and students on the 2 administrative frameworks for effective implementation of Business education curriculum in tertiary institutions in Delta State, Nigeria. Therefore, the null hypothesis of no significant difference is rejected on the 2 items.

Research Question Three

What are industry-institution frameworks for effective implementation of Business education curriculum in tertiary institutions in Delta State, Nigeria?

H₀₃: There is no significant difference in the mean ratings of the Business Education Lecturers and students on industry-institution frameworks for effective implementation of Business education curriculum in tertiary institutions in Delta State, Nigeria.

The data for answering research question three and testing hypothesis three are presented in Table 3 below.

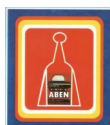
Table 3: Mean Ratings of the Responses of Business Education Lecturers and Students Industry-Institution Frameworks for Effective Implementation of Business Education Curriculum in Tertiary Institutions in Delta State, Nigeria (N = 265)

SN	Industry-institution framework to implement Business education curriculum include:	$\bar{X}_L$	$\bar{X}_S$	$\bar{X}_G$	SD	p-Value	Rmks RQ	H0
1.	Make students' research solve identified problem for good school-industry relations.	3.53	3.50	3.52	0.72	0.46	A	NS
2.	Carry out periodic visit of work-based learners on training for assessment.	3.26	3.58	3.43	0.70	0.03	A	S*
3.	Institute school-industry relations workshop and conferences in Business education.	3.38	3.41	3.40	0.72	0.54	A	NS
4.	Organize training pattern which involve experts from industries, firms & institution.	3.57	3.56	3.56	0.63	0.53	A	NS
5.	Organize work study programme for students in vocational technical education.	3.60	3.55	3.58	0.65	0.79	A	NS
6.	Agreement of joint sharing of training facilities between industry and institution.	3.54	3.59	3.57	0.60	0.23	A	NS
7..	Engage experts in industry and firms with part-time teaching in Business education.	3.50	3.52	3.51	0.63	0.78	A	NS
8.	Engage lecturers to deliver lecture to students in firms during work-based learning.	3.35	3.40	3.38	0.69	0.35	A	NS
9.	Providing financial support by industry to technical & vocational training institutions.	3.31	3.39	3.35	0.85	0.71	A	NS
10.	Providing modern facilities, equipment and machines to training institutions by firms.	3.36	3.43	3.40	0.73	0.17	A	NS

Note: $\bar{X}_L$ = Mean of Lecturers; $\bar{X}_S$ = Mean of Students; $\bar{X}_G$ = Grand Mean; A = Agreed; N= No of Respondents; S* = Significant; NS = Not Significant; Sig. at 0.05.

The grand mean ratings on the 10 items in table 3 ranged from 3.35 to 3.57 which are all greater than the cut-off point value of 2.50 on 4-point rating scale. This indicated that the 10 identified items in the table are industry-institution frameworks for effective implementation of Business education curriculum in tertiary institutions in Delta State, Nigeria. The standard deviation values of the 10 items in the table ranged from 0.60 to 0.85 which indicated that the responses of the respondents are close to one another and the mean.

The data presented in Table 3 on hypothesis three further revealed that the p-values of 9 out of the 10 items in the Table ranged between 0.17 to 0.79 which are in each case greater than 0.05 level of significance. This indicated that there were no significant differences in the mean ratings of the responses of Business Education Lecturers and students on the 9 industry-institution frameworks for effective implementation of Business education curriculum in tertiary institutions in Delta State, Nigeria. Hence, the null hypothesis of no significant difference is accepted on the 9 items. The p-value of item 2 was 0.03 which was less than 0.05 level of significance. This indicated that there was significant difference in the mean ratings of the responses of Business Education Lecturers and students on item 2. Therefore, the null hypothesis of no significant difference is rejected on item 2 in the table.



Research Question Four

What are resource management frameworks for effective implementation of Business education curriculum in tertiary institutions in Delta State, Nigeria?

H0₄: There is no significant difference in the mean ratings of the Business Education Lecturers and students on resource management frameworks for effective implementation of Business education curriculum in tertiary institutions in Delta State, Nigeria.

The data for answering research question four and testing hypothesis four are presented in Table 4 below.

Table 4: Mean Ratings of the Responses of Business Education Lecturers and Students Resource Management Frameworks for Effective Implementation of Business Education Curriculum in Tertiary Institutions in Delta State, Nigeria (N = 265)

SN	Resource Management Framework to Implement Business Education Curriculum Include:	$\bar{X}_L$	$\bar{X}_S$	$\bar{X}_G$	SD	p-value	Rmks RQ	H0
1.	Adequate funding of work-based learning programme in schools by the government.	3.68	3.46	3.57	0.67	0.02	A	S*
2.	Adequate supply of necessary facilities and equipment.	3.57	3.54	3.56	0.68	0.57	A	NS
3.	Provision of well equipped Business education laboratories in training institutions.	3.47	3.39	3.43	0.70	0.11	A	NS
4.	Effective repair and maintenance of facilities and machines for work-based learning.	3.55	3.50	3.53	0.64	0.16	A	NS
5.	Updating the technologies for effective work-based learning in Business education.	3.43	3.49	3.46	0.68	0.21	A	NS
6.	Recruitment of very competent lecturers and instructors for effective work-based learning.	3.60	3.44	3.52	0.59	0.04	A	S*
7.	ICT training of Business education lecturers and instructors for work-based learning.	3.42	3.46	3.44	0.58	0.33	A	NS
8.	Creating opportunity for foreign training of Business education lecturers and instructors.	3.42	3.42	3.42	0.66	0.86	A	NS
9.	Periodic workshop and conferences for instructors and lecturers for skill update.	3.64	3.34	3.53	0.61	0.02	A	S*
10.	Good working condition for Business education lecturers and instructors.	3.43	3.47	3.45	0.74	0.47	A	NS

Note: $\bar{X}_L$ = Mean of Lecturers; $\bar{X}_S$ = Mean of Students; $\bar{X}_G$ = Grand Mean; A = Agreed; N= No of Respondents; S* = Significant; NS = Not Significant; Sig. at 0.05.

From the data presented in table 4 above, the grand mean ratings on the 10 items in the table ranged from 3.42 to 3.57 which are all greater than the cut-off point value of 2.50 on 4-point rating scale. This indicated that the 10 identified items in the table are



resource management frameworks for effective implementation of Business education curriculum in tertiary institutions in Delta State, Nigeria. The standard deviation values of the 10 items in the table ranged from 0.58 to 0.74 which implied that the responses of the respondents are close to one another and the mean.

The data presented in Table 4 on hypothesis four further revealed that the p-values of 7 out of the 10 items in the Table ranged between 0.11 to 0.86 which are in each case greater than 0.05 level of significance. This indicated that there were no significant differences in the mean ratings of the responses of Business Education Lecturers and students on the 7 resource management frameworks for effective implementation of Business education curriculum in tertiary institutions in Delta State, Nigeria. Hence, the null hypothesis of no significant difference is accepted on the 7 items. The p-values of the remaining three items, specifically, items 2, 6 and 9 were 0.02, 0.04 and 0.02 respectively which were less than 0.05 level of significance. This indicated that there were significant differences in the mean ratings of the responses of Business Education Lecturers and students on the 3 resource management frameworks for effective implementation of Business education curriculum in tertiary institutions in Delta State, Nigeria. As a result, the null hypothesis of no significant difference is rejected on the 3 items in the table.

Discussion of Results

The study found that the current level of using work-based learning practices in Business education programme in Delta State is very low. Out of the 13 work-based learning practices assessed, only five which include: field trips, apprenticeships, paid and unpaid internships, job training and business mentorships were to a reasonable extent utilized. Mark (2016) reported that the rate of adoption of work based learning in Nigerian vocational and technical education is still relatively low as most teaching are theoretical in classroom setting. Ismail, Mohamad, Omar, Heong and Kiong (2015) identified the common components of work-based learning mostly practice to include: cooperative work experience programme, field trips, apprenticeship and pay employment. Amaechi and Thomas (2016) recognized field-trip as part of the method of work-based learning in technical and vocational education.

Administrative framework for effective work-based learning in Business education programme in tertiary institutions include: industrial consultative committee for implementation of work-based learning, formulating law to compel TVET firms for



cooperation with training institution, mandating ITF to regulate students posting to industries of relevance for IT or SIWES, retooling Business Education Laboratory to replicate modern offices, excluding firms hosting students in work-based learning from tax through tax rebate, adopting central industrial training exams for students on work-based learning and supporting students on work-based learning with monthly stipend by the government. The findings of the study conformed with that of Jimoh, Maigida and Adebayo (2012) who identified administrative strategies for creating linkage between technical and vocational training institutions and the industry to include creation of industrial advisory committee, technical committee, developing administrative practice of industrial liaison offices in technical institutions and formulation of law by the Federal Government to compel cooperation between industries and training institutions. Kamar (2015) found the relevance of administrative approach to include establishment of industrial liaison and collaboration in the technical institutions.

Industry-institution framework for effective work-based learning in business education programme in tertiary institution in Delta State are: making students' research solve identified problem for good school-industry relations, carrying out periodic visit of work-based learners on training for assessment, instituting school-industry relations workshop and conferences in business education, organizing work study programme for students in vocational technical education, engaging experts in industry and firms with part-time teaching in business education and engaging lecturers to deliver lecture to students in firms during work-based learning. The findings corroborated that of Adeyewa (2015) who found that cooperation between industry and training institution in placement of students could be automated from the robust database in the enrolment system. The result also supported that of UNESCO (1996) who reported that school-industry cooperation in host of many countries had been used as an instrument to enhance effectiveness of technical and vocation education and training.

Resource management frameworks to ensure functional work-based learning are: adequate funding of work-based learning programme in schools by the government, adequate supply of necessary facilities and equipment, provision of well equipped business education laboratories in training institutions, recruitment of very competent lecturers and instructors for effective work-based learning, creating opportunity for foreign training of business education lecturers and instructors and periodic workshop and conferences for instructors and lecturers for skill update. In



conformity with the findings, Industrial Training Fund (2013) reported that adequate financial resources should be made available to technical and vocational education through sufficient provision of essentials materials, facilities and machines to equip laboratories and workshops with relevant textbooks and training manuals. In addition, Okoye and Arimonu (2016) equally noted that vocational and technical education requires skilled and proficient teachers; this can be achieved through effective management of human resources.

Conclusion

Work-based learning is a suitable learning framework for use in Nigerian technical and vocational education and training for production of quality craftsmen and technicians with required work skills for work. Unfortunately, the current level of work-based learning in Nigerian technical and vocational education programmes is very low. Hence, this study investigated work-based learning framework for effective implementation of business education curriculum in tertiary institutions in Delta State, Nigeria. Opinion of business education lecturers and students were sought through the use of structured questionnaire. Based on the data collected and analysed, the study empirically established that the current practice of work-based learning in business education in Delta State is very poor.

Recommendations

1. Stake-holders in business education should incorporate administrative, industry-institution, and resource management framework into the curriculum for effective implementation of business education programme in tertiary institutions in Delta State.
2. Government should make functional work-based policy framework compulsory to ensure effective learning in business education and other areas of technical and vocational education.
3. Work-based learning framework should be carefully constituted and coordinated by industrial training unit for functional synergy between training institutions and industry for sustainable achievement of industrial revolution in Nigeria.



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NEW TECHNOLOGIES IN BUSINESS EDUCATION IN NIGERIA: ISSUES AND TRENDS

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Abstract

This paper discusses the use of new technologies in teaching and learning Business education programme. The concept of business education, technology, technologies in education and advantages of using technologies in teaching and learning were also highlighted. Technology in education is the effective implementation of educational technology to accomplish intended learning outcomes. The advantages of using technologies in education are promoting of individual learning and research, making educational materials accessible, improving student's attitude towards learning. The paper also identifies the technologies uses by business educators: key boarding and mail merge. Improper funding, severe outage power and insufficient supply of facilities and equipment are the major challenges to the use of technologies in business education. The government should increase the subvention fund to this programme so that adequate equipment and facilities needed are properly procured and the College management should ensure that constant power supply to be restored to allow the usage of facilities to enhance teaching and learning are among the recommendations were made.

Key Words: *New Technologies, Business Education, Issues and Trends in Nigeria.*

Introduction

New emerging educational technologies are changing the way we learn. Education has become too flexible and fun. Technology for business education is promoting individual learning and mobile learning, both teachers and students are benefiting from this new technology for education. Some of the barriers in education have been broken down by this new technology for education; students can learn from anywhere, teachers can easily reach their students from anywhere. Technology is helping to change education in a positive way; it is part of the modern world. New technology for business education is improving grades for students and it prepares



them for the future. The integration of computers and communications offers unprecedented opportunities to the education systems with its capacity to integrate, enhance and interact with each other over a wide geographic distance in a meaningful way to achieve the learning objectives. The growth of these communication and computer systems, their ease of use, the power and diversity of information transfer allow teachers and students to have access to a world beyond the classroom. It has the potential to transform the nature and process of the learning environment and envision a new learning culture. Interactivity, flexibility and convenience have become the order of the day in the ICT supported environment.

ICT opens up opportunities for learning because it enables learners to access, extend, transform and share ideas and information in multi-modal communication styles and format. It helps the learner to share learning resources and spaces, promote learner centred and collaborative learning principles and enhance critical thinking, creative thinking and problem solving skills for solving Business education problems. For business education to be relevant in this technological age, teaching and learning of the programme must embrace the current trend by the use of technology. According to Njoku (2006), business education is an educational programme that equips an individual with functional and suitable skills, knowledge, attitude and value that would enable him/her operate in the environment he/she finds himself/herself. This means that business education is not static. Therefore any worthwhile programme has to move with time.

Concept of New Technologies

New technologies in business education programme, according to Achugbue (2011) have posed many challenges to business educators in Nigeria. Achugbue (2011) further opined that business education programme would achieve the 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. Many colleges of education do not give adequate priority and attention to the acquisition and utilization of new instructional technologies needed for teaching and learning. The dearth of these facilities makes it difficult to teach and prepare business education students for the use of new technologies now and in future world of work.

Integrating technology into classroom instruction means more than teaching basic computer skills and software programs in a separate computer class. Effective technology integration must happen across the curriculum in ways that deepen and enhance the learning process. In particular, it must support four key components of



learning: active engagement, participation in groups, frequent interaction and feedback, and connection to real-world experts. Effective technology integration is achieved when the use of technology is routine and transparent and when technology supports curricula goals. Technology also changes the way teachers teach, offering educators' effective ways to reach different types of learners and assess students' understanding through multiple means. It also enhances the relationship between teachers and students. When technology is effectively integrated into subject areas, teachers become advisers, content experts, and coaches. Technology helps to make teaching and learning more meaningful and fun.

Technology and Technology in Business Education

Technology is synonymous with computer equipment, software, and other electronic devices (Woolfe, 2010), while *technology integration* means having and using this equipment in the classroom. Davies, Sprague, & New (2008), sees technology in business education as the effective implementation of educational technology to accomplish intended learning outcomes. We consider *educational technology* to be any tool, piece of equipment, or device electronic or mechanical that can be used to help students accomplish specified learning goals. Educational technology includes both instructional technologies, which focus on technologies teachers employ to provide instruction, and learning technologies, which focus on technologies learners use to accomplish specific learning objectives.

The Advantages of using Technology in Business Education

1. Promotes Individual learning and Research

Technology for education provides us with tools which can allow us to learn on our own. Individual learning is good, because a student will not feel shy or embarrassed when they fail to learn something. It also promotes individual research and this helps students to deeply learn about a specific topic of interest. The use of computer aided instruction tools also makes students stay in control of what they learn; a student can easily make mistakes and correct them without feeling embarrassed.

2. Makes Educational Material Accessible

New technology for education has made educational material accessible to anyone around the world. Broadband internet technology has facilitated the growth of online education, which has helped students from developing countries get a chance to access valuable educational material. Technology helps people who are busy working to upgrade their academic level, found online education very flexible, because they can attend lessons during their free time after work.



3. Improves Students Attitude towards Learning

Since this new technology makes education fun, students do not get bored while learning. The integration of Gamification technology in the classroom has improved students' interest in learning. Students are encouraged to play educational videos and games to solve specific puzzles. For example, Math games help students learn how to solve math equations.

4. Prepares Students for Change

Tomorrow's job market will require applicants to have technological skills. So it is of great benefit if we use new technology for education in schools. Using of computers in the classroom helps students learn how to type and spell, these two basic computer skills will be required tomorrow. Technology increases the chance of students to get well-paying jobs in the future.

Concept of Business Education

The definitions of Business education have to be looked from the past and present. This is because technology has helped to change definitions of certain things. It therefore, implies that business education, as a course of study has to move with time. According to Onojetah (2014) defined business education as a vocational discipline that prepares its recipient with skills that will enable them contribute significantly to the economic development of a nation. Business education programme is expected to possess both intellectual and vocational abilities which will help the graduate to earn a living in a contemporary and ever changing business environment. Osuala (2004) in his opinion, asserts that business education as a programme of instruction which 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 to provide students with information and competences which are needed by all in managing personal business affairs and in using the services of the business.

Esene (2012) defined business education as education for and about business or training in the relevant skills for offices occupations. Business education as a vocational subject is designed to prepare students for the world of work both as employees and as employers. 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 business world either for job occupation or self-employment.



Similarly, Ekoh (2016), business education is education for self-reliance, self-independence, and self-sufficiency and above all, education that equips individuals with relevant and necessary skills to fit into any environment despite the situation of the economy. While Njoku (2006) opined business education as an educational programme that equips an individual with functional and suitable skills, knowledge, attitude and value that would enable him/her operates in the environment he/she finds himself/herself. It can be seen from the foregoing discussions that as the years go by; the definitions of business education continue to change. This means that business education is not static. Therefore any worthwhile programme has to move with time. However, business educators have always accepted that change is a fact of life. From the typewriter to the transistor, business curriculum has continually shaped itself to meet the needs of business. As a result, the success and survival of business education constantly depends on its ability to adapt and keep pace with the needs of its recipients. These changes present challenges for both the learner and instructor. Notwithstanding, business educators have to adopt with the use of these new technologies in order to produce the relevant graduates that met the demand of modern society change pleases with the impact of technological gadgets.

Objectives of Business Education

The Federal Republic of Nigeria in its minimum standard for Nigeria certificate in education (2014) stated the objectives of business education as:

1. To produce well qualified and competent NCE graduates in business subjects who will be able to teach business subjects in our secondary schools and other related educational institutions.
2. To produce NCE business teacher who will be able to inculcate the vocational aspects of Business Education into the society.
3. To produce NCE Business Teachers who will be involved in the much desired revolution of vocational development right from the Primary and Secondary schools.
4. To equip students with necessary competencies so as to qualify them for a post NCE degree programme in Business Education.
5. 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.



New Technologies in Business Education

Business education like any other fields of study embraced changes by the use of new technologies to impart knowledge to the students. The following are new technological tools used in teaching and learning business education programme:

1. Key Boarding

Traditionally, keyboarding has been the primary course taught by Business Education programmes at the secondary school level. Because of the computer, keyboarding is seen by many as a basic skill needed by all students. In fact, Toppe in Business Education Forum (1991) refers to keyboarding as an “enabling skill tool needed by almost every worker in all types of organizations and at every level in the hierarchy of these organizations”. In addition, because of the wide spread prolific use of computers by younger students, the need for keyboarding has presented more challenges to Business Education programme. Keyboarding is a learned skill that involves the integration of visual and kinesthetic feedback for locating keys to produce written work (Freeman et al., 2005).

2. Use of Tools

Technology-based teaching and learning involves the uses of computer in the classroom, Class blogs and wikis, Wireless Classroom Microphone, Mobile Devices and Interactive Whiteboard which at end simplify the entire process of imparting of education. These technologies interact with the teacher in a friendly manner as to motivate students into learning achievement. Also other technologies geared towards enhancing learning achievement of students are now available. These are in hardware and software forms and include: learning software in different areas of business, iPod, CD ROMs, Modems, Laser printers, You-tube software, Digital cameras, Digital scanners, (e- How 2012).

3. Mail Merge

Mail merge is one of the classic features of Microsoft word (Ms Word) used to produce mass documents containing unique information. Some examples where it can be helpful include brochures, newsletters, or materials used in mass mailings. But with the use manual or electric typewriters, these documents must be typed one after the other no matter the number the people to receive such documents. The mail merge allows each copy to be printed with the separate recipient's personal information.



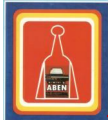
Challenges of using New Technologies in Teaching and Learning of Business Education Programme

The following are the major challenges affecting the use technologies in Business Education programme:

1. Njoku (2015) observed that the absence of proper funding does not only hamper implementation of Business education programme but also affect the quality of students produced, the operational mode of the institutions, the attitude of teachers and infrastructural development of the institutions. The economic challenges of the country affected the subvention granted by government to institutions for running of highly capital intensive Business Education programme. Hence, to give a meaningful training in Business education, the institutions giving the training must be equipped with the appliances which serve to reinforce learning.
2. Severe power outage is another economic challenge that has a great impact on using new technologies in Business education. Without constant power supply, the equipment cannot be used and virtually all the equipment like computers, projectors, electronic typewriters used in Business education are power controlled. As a result of this, the topic or courses to be taught with the use of these tools and equipment may be taught only theoretically.
3. Inadequate of facilities to cater the needs of large number of students to use these technologies in Business education programme. The computer laboratories, computers and other supported facilities are not enough and been the programme is skill acquisition-based, a standard and well equipped laboratories are not enough. For example in my college, the ratios of the students out run the number of the equipment.
4. Poor maintenance culture to maintain the availability of these technological equipment and facilities on the ground, is another disturbing challenge to the use of new technologies in teaching and learning of Business education programme.

Conclusion

Business education is an educational programme that equips an individual with functional and suitable skills, knowledge, attitude and value that would enable him/her operates in the environment he/she finds himself/herself. This means that business education is not static. Therefore any worthwhile programme has to move with time. However, business educators have always accepted that change is a fact of life. From the typewriter to the transistor, business curriculum has continually shaped itself to meet the needs of the world of business.



Recommendations

For effective use of new technologies in Business education programme, the following recommendations are made:

1. The government should increase the subvention fund to this programme so that adequate equipment and facilities needed are properly procured.
2. The college management should ensure that constant power supply to be restored to allow the usage of facilities to enhance teaching and learning.
3. Business Education teachers should also be recruited and should be allowed to go on regular training and retraining in order to be relevant.
4. The image of the business education programme should be improved by making the programme to be attractive and rewarding.
5. When many of the required equipment and facilities are procured, the laboratories should serve with adequate number of staff to take care of their maintenance.

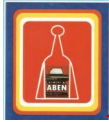
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SELF- MANAGEMENT AND PROBLEM SOLVING SKILLS REQUIRED OF BUSINESS EDUCATION STUDENTS IN COLLEGES OF EDUCATION FOR JOB PERFORMANCE IN AN ORGANIZATION

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Abstract

The study sought to assess the problem solving and self management skills required of business education students for job performance in colleges of education 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 147 Business Educators in public colleges of education in South East, Nigeria. A validated questionnaire with reliability coefficients of 0.78 was used for data collection. Mean and standard deviation were used to analyze research questions while t-test statistics was used to test the hypotheses. Based on the data analysis, it was found that the itemized problem solving skills and self management skills were required by business education students for job performance in an organisation. 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 problem solving skills and self management skills required of business education students for job performance in an organisation. Recommendations were made among which include; business education lecturers should expose business education students to activities that will enable them develop these skills so as to perform well in any organisation they found themselves and also retain their jobs in this competitive society, curriculum planners should integrate the problem solving skills and self management skills in business education curriculum at colleges of education level so that students will learn these skills for job performance in any organisation they found themselves after graduation.

Keywords: Self-management skills, Problem solving skills, Business Education, Job Performance, Organisation



Introduction

Education is a basic necessity of life and an important factor which brings about changes both individually and nationally. It is the key for positive change in the society because of its far reaching effects on growth and development in all sectors of the economy. Education and training becomes very useful tools in preparing the individuals to realize his/her potential, contribute to the development of his/her personality and provide skills and knowledge that would raise output and generate income (Federal Republic of Nigeria, 2013).

Business education is a component of vocational and technical education programme that prepares an individual for career in business and also to be an intelligent consumer of economic goods and services. Business education provides students with needed competencies, skills, knowledge, understanding and attitude to perform as workers in industries, civil service and also proprietors of business. Onokpanu (2016) posited that business education is that aspect of general education that prepares students for employment and advancement in a broad range of office occupations, accounting profession, marketing occupations, teaching profession and entrepreneurship venture. 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 (Emeasoba, 2017). It is an important part of general education which emphasises skills acquisition for office use. For a business educator to perform maximally in an organization he needs to acquire certain skills such as communication skills, self management skills, technology skills, problem solving skills among others.

Self-management skill is the ability to effectively manage your emotions, thoughts, and behaviours in different situations which includes; managing stress, delaying gratification, motivating yourself, and setting and working toward personal and academic goals. Self-management encompasses a very broad range of skills, qualities, attitudes and experience. It can include some or all of the following: being able to analyse your situation, identifying strengths, weaknesses, opportunities and threats, identifying resources and sources of support, managing your time, adopting attitudes that support your aims, taking a solution-focused approach to managing problems, managing your own emotions, coping when in distress, managing change, uncertainty and confusion. Self management skills refer to steps, strategies and skills that individual can use towards the achievement of goal (Gomez, 2017). It consists of



self observation, self goal setting, judgement, following systematic steps, considering one's inner voice, and accepting responsibility for one's decision (Linman, 2011). Self management strategies help in restructuring the work/ environment, increase self motivation, facilitate behaviours that contribute to the achievement of performance standards.

On the other hand, problem solving skills are highly sought after by employers as many companies rely on their employees to identify and solve problems. It is among the most important skill students must have when they start life after graduation. In this 21st century, one of the objectives of education is raising individuals, who can apply the information they learn to solve problems, develop strategies, and transfer their knowledge. Problem solving abilities are important skills for educational area because a healthy society or a healthy nation can only maintain its existence through adopting themselves into new conditions by problem solving abilities (Incebacat & Ersoy, 2016). Problem solving is the ability to solve problems and make decisions in a huge asset to employers; ability to effectively plan and organise creative thinking, innovative and inventive and are more likely to devise new ways of doing things that add value to the work environment; thinking critically and logically to evaluate situations, solve problems and make decisions. Saygili (2017) noted that problem solving is a process of moving toward a goal when the path to the goal is uncertain. Saygili further explained that in order to be effective at problem solving one is likely to need some other key skills, which include: creativity, researchable skills because defining and solving problem often requires research, team work skills, emotional intelligence, risk management and Decision. Cai and Lester (2010) also noted that problem solving process is a complex process that requires many skills to be used together. The elements of this process were understanding the problem, choosing the necessary information among the given choices, and reaching the solution after performing the necessary operations. On the other hand, Saygili (2017) noted that the stages of effective problem solving include the following:

- i. Problem identification: This stage involves detecting and recognizing that there is a problem, identifying the nature of the problem and defining the problem.
- ii. Structuring the problem: This involves careful observation, inspection, fact finding and developing a clear picture of the problem and to increase understanding.



- iii. Looking for possible solutions. At this stage possible courses of action is being generated by letting each person in the group express their views on possible solution.
- iv. Making a Decision: This stage involves careful analysis of the different possible courses of action and then selecting the best solution for implementation.
- v. Implementation: This involves accepting and carrying out the chosen course of action.
- vi. Monitoring/seeking feedback: This stage involves reviewing the outcomes of problem solving over a period of time and seeking feedback as to the success of the outcomes of the chosen solution.

Abazou (2016) in the same vein noted that the problem solving skills involve identification of the problem, defining the main element of the problem, examining the possible solutions, acting on the resolving problem and looking for lessons to learn. These skills can effectively lead to efficiency in job performance in an organization. Gomez (2017) also explained that problem solving skills involves the ability to identify problems, look at them objectively, decide based on facts, develop practical and creative solutions, and follow a process to solve them without being overwhelmed by them or being dependent on others to solve them. Even the hardest problems can be solved with the right mindset and working systematically towards a solution. Therefore, problem solving skills involves identification of problems and being able to proffer solutions to the problems.

Job performance assesses whether a person performs a job well. It is the assessment of whether an employee has done their job well. It's an individual evaluation one measured based on a single person's effort. Greenberg and Baron (2008) described job performance as an individual level of variables, or something a single person does. This differentiates it from more encompassing constructs such as organizational performance or national performance which are higher variables. Job performance is simply the measurement of an employee's behaviour which will impact on organizational performance. Alamdar, Muhammad, Muhammad and Wasin (2011) believed that employee performance very much depends on perception, values, skills, competencies and attitudes. There is a significant difference between the self-management skills and problem solving skills of male and female students in their job performance. This is supported by Gomez (2017) in his study where his findings stated that individuals exhibit different self management skills in an organization.



The national policy on education places the responsibility of developing in youths 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. The policy also directed the teaching of business education programmes in colleges of education. This is done with the hope that graduates of business education programme would find relevant jobs in the world of work thereby contributing meaningfully to the economic development of their society and to ensure employability of youths and adults in business education. Thus, the present study will investigate the self-management and problem solving skills required of business education students in colleges of education for job performance in South East Nigeria.

Statement of the Problem

Self-management skill helps one to effectively manage his emotions, thoughts, and behaviours in different situations which includes managing stress, delaying gratification, motivating oneself, and setting and working toward personal and academic goals while problem solving skills is the ability to solve problems and make decisions in a huge asset to employers; effectively plan and organise, being innovative and inventive, being able to devise new ways of doing things that add value to the work environment; thinking critically and logically to evaluate situations, solve problems and make decisions.

In recent times, industries are demanding skilled labour force in view of increasing and emerging technological practices. Employers of labour often complain that some of these graduates though professionally or technically qualified are unemployable, in that they lack the requisite, essential skills or competencies needed in the job for sustainable employment. These skills create a gap in their knowledge which must be filled to make them suitable to compete for few, existing vacancies that crop up from time to time. This signifies that, business education students are not receiving the type of education that will prepare them for life in a competitive world that demands innovation, creativity and critical thinking. In addition, this development has equally diminished the chances of students of business education being employed in emerging industries as well as hindering the acquisition of employability skills for futuristic needs. In order to meet this challenges, the students must be trained and developed to acquire new but improved life-long skills and knowledge such as self-management and problem solving skills among others. This study is therefore poised to look at the required self management and problem



solving skills for business education students to enable them compete favourably in the labour market.

Research Questions

The following research questions guided the study.

1. What are the problems solving skills required of business education students in colleges of education for job performance?
2. What are the self-management skills required of business education students in colleges of education for job performance?

Hypotheses

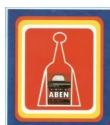
The following hypotheses were tested at 0.05 level of significance.

- H₀₁: There is no significant difference between the mean ratings of male and female business education lecturers on problem-solving skills required of business education students in colleges of education for job performance.
- H₀₂: There is no significant difference between the mean ratings of male and female business education lecturers on self-management skills required of business education for job performance.

Method

The descriptive survey research was used in this study. The population of the study was 147 comprised of all lecturers of business education at public colleges of education in South East, Nigeria. No sample was used because the population is not large. A four point response type of Highly Required, Moderately Required, Slightly Required and Not Required questionnaire with two sections and 22 items were used. The instrument was validated by experts in business education and measurement and evaluation from Michael Okpara University of Agriculture, Umudike. Test-re-test method was used to ascertain the reliability of the instrument. A reliability coefficient of 0.78 was obtained using pearson product moment correlation coefficient. Data were collected by researcher and research assistant. Mean and standard deviation were used to analyze the research questions. 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	Moderately 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 calculated value is less than the significant level of 0.05 and rejected if the calculated value is equal to or greater than the significant level of 0.05.

Results

Research Question 1

What are the problem solving skills required of business education students in colleges of education for job performance in an organization?

Table 1: Mean responses of lecturers of business education on the problem solving skills required of business education students in colleges of education for job performance in an organization?

S/N	Items Statement: The Problem Solving Skills Required of Business Education Students in Colleges of Education for Job Performance.	Respondents				Mean	SD	Decision
		H R	M R	S R	N R			
1.	Being able to identify a problem	97	37	10	3	3.55	0.71	HR
2.	Ability to understand the problem.	104	33	6	4	3.61	0.70	HR
3.	Ability to determine the technicalities in solving a problem..	70	63	9	5	3.35	0.75	MR
4.	Being innovative in solving problems.	7	20	40	80	1.69	0.75	SR
5.	Having analytical thinking towards situations.	63	72	8	4	3.32	0.70	MR
6.	Being able to gather resources to solve problems.	2	10	60	75	1.59	0.68	SR
7.	Ability to make quick decisions to solve a problem.	65	68	8	6	3.31	0.76	MR
8.	Acquiring the necessary researching skills.	52	70	15	10	3.12	0.85	MR
9.	Ability to analyse a situation.	65	68	8	6	3.31	0.76	MR
10.	Being active for people to depend on you	8	17	72	50	1.88	0.81	SR
11.	Ability to recognise the emotions of yourself and others.	5	9	70	63	1.70	0.73	SR
Grand Mean/Standard Deviation						2.77	0.75	Required



From table 1, it is apparent that all the eleven items are the problems solving skills required of business education students in public colleges of education in South East Nigeria for job performance with a cluster mean of 2.77. Items 1 and 2 which is being able to identify a problem and ability to understand the problem were rated highly required. Item 4, 6, 10 and 11 which is being innovative in solving problems, being able to gather resources to solve problems, being active for people to depend on you and ability to recognize the emotions of yourself and others were rated somewhat required. The rest items were rated moderately required. From the mean rating of above 2.50, the problems- solving skills moderately required of business education students in public colleges of education in South East Nigeria for job performance are being able to identify a problem, ability to understand the problem, ability to determine the technicalities in solving a problem, being innovative in solving problems, having analytical thinking towards situations, being able to gather resources to solve problems, ability to make quick decisions to solve a problem, and ability to analyse a situation. Their standard deviation had a range from 0.68 to 0.85 which is low showed homogeneity and a little spread in the response.

Research Question Two

What are the self-management skills required of business education students in public colleges of education in South East Nigeria for job performance?

Table 2: Mean rating on the self-management skills required of business education students in public colleges of education in South East Nigeria for job performance.

S/N	Questions	Respondents						
		HR	MR	SR	NR	Mean	SD	Decision
12.	To manage stress.	2	10	60	75	1.59	0.68	SR
13.	Display confidence in oneself.	97	40	6	4	3.57	0.70	HR
14.	Exhibit integrity.	105	27	8	7	3.57	0.80	HR
15.	Ability to manage time.	80	40	20	7	3.31	0.88	MR
16.	To be self motivated.	70	63	9	5	3.35	0.75	MR
17.	Willingness to learn for upgrading.	5	9	70	63	1.70	0.73	SR
18.	To exhibit honesty	104	33	6	4	3.61	0.70	HR
19.	To make sound decisions.	80	40	20	7	3.31	0.88	MR
20.	Exhibit self control.	72	50	17	8	3.27	0.87	MR
21.	Working without supervision.	75	60	10	2	3.42	0.64	MR
22.	Being prepared to work at any time.	7	20	40	80	1.69	0.75	SR
Grand Mean/Standard Deviaton						2.95	0.76	Required



From table 2 above, it is apparent that all the eleven items are the self-management skills required of business education students in public colleges of education in South East Nigeria for job performance with a cluster mean of 2.95. Items 13, 18 and 21 which are display confidence in oneself, to exhibit honesty and workings without supervision were rated to be highly required. Items 12, 17 and 22 which are to manage stress, willingness to learn for upgrading and being prepared to work at any time were affirmed to be slightly required. The rest of the items were rated to be moderately required. From the mean rating of above 2.50, the self-management skills moderately required of business education students in public colleges of education in South East Nigeria for job performance are to manage stress, display confidence in oneself, exhibit integrity, ability to manage time, to be self-motivated, to exhibit honesty, to make sound decisions, working without supervision, exhibit self-control and being prepared to work at any time. Their standard deviation had a range from 0.64 to 0.88 which is low showing homogeneity and a little spread in the response.

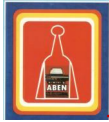
Hypothesis 1

There is no significant difference between the mean ratings of male and female respondents with respect to problem-solving skills required of business education students in public colleges of education in South East Nigeria for job performance.

Table 3: *t-test analysis of mean differences in the mean ratings between the mean scores of male and female respondents with respect to problem-solving skills required of business education students in public colleges of education in South East Nigeria for job performance.*

Pair	N	Mean	Sd	Df	t cal	t crit	Decision
Male	52	2.8991	0.49234	145	0.355	1.654	Accept Ho
Female	95	2.8464					

The data in Table 3 reveal a t- calculated value 0.35 which is less than t-critical value of 1.65. It implies that we retain the null hypothesis which stated that there is no significant difference in the mean ratings of male and female respondents with respect to problem-solving skills required of business education students in public colleges of education in South East Nigeria for job performance.



Hypothesis 2

There is no significant difference between the mean ratings of male and female respondents with respect to self-management skills required of business education students in public colleges of education in South East Nigeria for job performance.

Table 4: *t*-test analysis of mean differences in the mean ratings between the mean scores of male and female respondents with respect to self-management skills required of business education students in public colleges of education in South East Nigeria for job performance.

Pair	N	Mean	Sd	Df	t cal	t crit	Decision
Male	52	2.8864	0.45260	145	0.466	1.654	Accept Ho
Female	95	2.8227					

The data in table 4 reveal a *t*-calculated value 0.466 which is less than *t*-critical value of 1.654. It implies that we retain the null hypothesis which stated that there is no significant difference in the mean ratings of male and female respondents with respect to self-management skills required of business education students in public colleges of education in South East Nigeria for job performance.

Discussion of Findings

The study revealed that problem solving skills are required of business education students in public colleges of education in South East Nigeria for job performance in an organization. The skills are being able to identify a problem, ability to understand the problem, ability to determine the technicalities in solving a problem, being innovative in solving problems, having analytical thinking towards situations, being able to gather resources to solve problems, ability to make quick decisions to solve a problem, ability to analyse a situation, being active for people to depend on you and ability to recognise the emotions of yourself and others. This is in line with the findings of Saygili (2017) who noted that problem solving skills as creativity, researchable skills, team work skills, emotional intelligence, risk management; decision making skills among others are required in any organization for performance standards.

Furthermore, the study indicated that there is no significant difference in the mean ratings of business education lecturers irrespective of gender on the problem-solving skills required of business education students in public colleges of education for job performance.



Findings of the study reveal that self-management skills are required of business education students in public colleges of education in South East Nigeria for job performance. These skills are to manage stress, display confidence in oneself, exhibit integrity, ability to manage time, to be self motivated, to exhibit honesty, to make sound decisions, working without supervision, exhibit self control and being prepared to work at any time. The findings of the current study are consistent with the finding of Gomez (2017) which stated that self management skills help in restructuring the work/study environment, increase self motivation, facilitate behaviours that contribute to the achievement of performance standards.

The study also indicated that there is no significant difference in the mean ratings of business education lecturers irrespective of gender on the self-management skills required of business education students in public colleges of education for job performance.

Conclusion

Based on the findings of this study, it was concluded that problem solving skills and self management skills are good general indicators of a person's employability competencies required for job performance in an organisation. These skills help in structuring the work/study environment, increase self-motivation, and facilitate behaviors that contribute to the achievement of performance standards.

Recommendations

Based on the findings and conclusion, it is recommended that

1. Business education lecturers should expose business education students to activities that will enable them develop problem solving and self management skills so as to perform well in any organisation they found themselves and also retain their jobs in this competitive society.
2. Curriculum planners should integrate the problem solving skills and self management skills in business education curriculum at colleges of education level so that students will learn these skills for job performance in any organisation they found themselves after graduation.
3. Only qualified business educators should be employed at all levels to teach in business education programmes.



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HISTORICAL- PHILOSOPHICAL ISSUES AND THE DEVELOPMENT OF BUSINESS EDUCATION IN NIGERIA

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Abstract

Historical and philosophical issues, amidst modern approaches continue to play-out fundamentally and at the same time pose serious challenge to the development of business education in Nigeria. This study determined: the extent of relationship between historical issues and philosophical issues and how modern approaches to business education predicts the development of the programme. The study answered three research questions and tested three null hypotheses. This study adopted the descriptive survey research design. The study was carried out in Nigeria. The population of the study was 540 comprising 400 professional business educators and 140 other professionals in the larger society. The simple random sampling technique was used to select the sample size of 299 comprising 196 business educators and 103 professionals from the larger society. The researcher-made questionnaire duly validated and reliability-tested, tagged, “Historical-Philosophical Issues and the Development of Business Education Questionnaire (HPIDBEQ)” generated data for the study. Data was analysed using Linear Regression Analysis (LRA). Findings are that: Historical and philosophical issues significantly relate to the development of business education in Nigeria; and modern approaches significantly predict the development of business education with a high predictive value. It was concluded that historical and philosophical issues are relevant to the development of business education based on the reality of the time. It was further concluded that modern approaches in business education delivery are vital to its development. It is recommended that business educators should develop convincing history of business education to reconcile the poor public perception that the programme was developed for school drop-outs; business educators should constantly review the philosophy of business education to reflect the reality of the time; business educators should ensure that more researches are conducted to develop more practical and modern approaches for business education delivery.

Keywords: Business Education; Historical Issues; Philosophical Issues; Modern Approach; Development



Introduction

Historical issues continue to play-out fundamentally and at the same time pose serious challenge to the development of business education in Nigeria. No wonder John F. Kennedy, a former American president remarked, “it is the profound tendencies of history and not the passing excitements, which will shape our future” (Daughtrey, 1965). Historical issues here imply the background and foundations on which business education in Nigeria evolved. It is observed that business education has its roots in the apprenticeship system of ancient times. More so, is the fact that America is the cradle of business education, where Nigeria modelled her business education programme? Association of Business Educators of Nigeria ABEN (2017) explained that business education has its earliest origins from the United States of America. Its evolution shows how single business subjects expanded into what became business education programme; from casting accounts to book-keeping as far back as 1709 and presently, accounting; shorthand offered as far back as 1862 in public high school; typewriting following its invention in 1868 to the present form known as keyboarding and word processing as parts of business education subjects. Interestingly business education in its present state and structure developed and is still developing as a process of revolution. First, as individual demand under self-sufficient economy; seconded by a demand from the business sector (business demand); following, as a demand in public office (workforce demand) in addition to the continued demand from the business sector, later as a demand from the teeming population of the society (societal demand) and presently, in a competitively global demand enabled by information superhighway (where information moves in Nano-seconds) and knowledge economy. Daughtrey explained that business education began with a vocational objective, which has prevailed from ancient times when copiers and account casters learned through apprenticeship until after the first quarters of the twentieth century when business workers were trained. Today, business education programme is still designed with vocational objective but this has to be re-defined to include professional objective, at least to eliminate the poor public perception that continue to discourage many from enrolment into business education programme. Therefore, it is not in the interest of business educators to ignore historical trends in the development of business education. Meanwhile, Okon, Ukpong, Udoh and Thomas (2012) trace the origin of business education to vocational training given to younger ones at home, relevant to the needs of the family.

The historical challenge posed by the poor curriculum borrowed from the American business education system is generating further challenge of poor public perception



(PPP) and low recognition of business education programme. Ekpenyong (2011) remarked that in Nigeria business education seems to have lost the chance of attracting sufficient public recognition, and government attention by way of favourable and appropriate legislations and material provisions. However, Nwosu and Okoro (2018) hold a contrary view noting that in Nigeria, business education enjoys public recognition as a profession that holds the key to poverty alleviation. Interestingly, Nigeria has adopted education as a veritable tool for national development as entrenched in the National Policy on Education, hence, Federal Republic of Nigeria (2014: xii) succinctly states: "In Nigeria, education is regarded as 'an instrument per excellence for social and economic reconstruction of the nation'; government regard education as key to the realisation of Nigeria's collective aspiration of being among the top 20 developed nations of the world by the year 2020 under the Vision 20: 2020. In line with this vision, Okon (2018) acknowledged that business education processes enhance workforce developments, raise productivity, and create wealth for national economic development as well as individual, organisational and societal wellbeing. Judging from where business education was adapted and the demand of the Nigerian society of the time and its demand in the contemporary Nigerian society, there is need to raise and address certain posers. The framework of this study therefore begs for answers to the following historical issues:

1. What is the philosophical base of business education?
2. What constitute business education curriculum?
3. Who should enrol for business education programme?
4. Who should fund business education?
5. Who should absorb business education graduates?

The philosophical foundation of business education was and is still a cardinal issue in business education. Many Nigerians still carry the notion that the knowledge acquired in business education in schools can be obtained in training centres and business establishment. Consequently, these categories of Nigerians do not see business education as a prestigious, attractive or professional course for them or their relatives to enrol for. It is serious that most university undergraduates in business education only heard of business education as alternate programme suggested by administrators of their hitherto cognate programme when it was apparent that such cognate department cannot absorb them due to deficiency in one thing or the other or have been competitively screened out. This implies that admission into business education programme in Nigeria is not yet competitive; otherwise, before such people who are dropped from their preferred cognate department could cross over to business education, opportunities would have been very limited if not unavailable. The curriculum of business education is still debateable regarding the inclusion or



exclusion of certain component. For instance, the inclusion or exclusion of shorthand, typewriting, economics, among others seem to be an unresolved issue. For instance, almost all the universities in Nigeria do not have shorthand in their curriculum.

The challenge of enrolment must have been as a result of historical and philosophical issues that reflected in the curriculum structure as well as who should absorb business education graduates. First the vocational objective of business education is a philosophy that tends to exclude people from business education enrolment. However, the vocational objective of business education cannot be taken out considering the core mandate of the programme in providing skill competencies for self-reliance. Be as it may, enrolment has been and is still an issue in business education and has its root from historical issues.

Another current issue emanating from historical issues in business education in Nigeria is funding of business education, especially at the university level. Funding and finance are an important aspect in business education yet, it is often ignored by some governments and university administrators, a good number which apportion a negligible part of the (national) budget for schools' administration. In funding business education, the funds accruable to the education sector must meet the following recommendations: A minimum of 26% of the annual budget of the State and Federal Government be allocated to education in compliance with UNESCO benchmark, among others.

The absorption of business education graduates should ordinarily not be a serious challenge as business educators ought to be self-reliant. However, there are other cardinal philosophies such as meeting the workforce demand. Okon (2015b) opined that market value of graduates from universities could be measured in terms of the acceptability of these graduates by employers of labour. A study conducted by Pitan and Adedeji (2012) on skills mismatch among university graduates in the Nigerian labour market indicate that university graduates in Nigeria are not adequately prepared for work with respect to skills demand of the labour market. Market value of graduates could be measured based on the level of skills they acquired in school and the ability of these graduates to utilize the skills for high productivity at work place.

Historical issues such as poor public perception in business education seem unresolved. Ajisafe, Bolarinwa and Edeh (2015: 208) cited Popham (1975) who



reported the perception and reaction of a group of people on what business education is? The reply was as follows: A business executive replied, “Business Education is education to produce goods and services”. A radical retorted: It is the avenue to make enormous profit. One teacher responded: Economic concepts necessary for living in a business economy. Another teacher answered: Learning skills to enter a business or distributive job. Ajisafe, Bolarinwa and Edeh (2015) also cited renowned authors with their definitions of business education thus: Business education include those business programmes and courses taught ordinarily at the secondary school level (Nolan, Hayden & Malsbary, 1967); Business education is an essential part of the preparation of youths for live and living (Osuala, 1989; 2009); Business education is a programme of instruction which 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 to provide students with information and competences which are needed by all in managing personal business affairs and in using the services of the business (Osuala, 2004); business education is that facet of educational training that helps the individual to acquire relevant skills needed for living (Njoku, 1997); Business education is an educational programme that equips an individual with functional and suitable skills, knowledge, attitude and value that would enable him/her operates in the environment he/she finds himself/herself (Njoku, 2006). It can be deduced that the definitions given by these authors including that of the lay man on the street are not far from what business education truly implies, except that these definitions are profound and follow historical trends.

The researcher observes that the curriculum structure of business education in America was poorly developed and was restricted to a certain group of people. Thus, when Nigeria introduced business education, similar curriculum structure was modelled. This is observed by ABEN (2017) thus: “Nigeria copiously borrowed from the United States of America in incorporating business education into her school system”. Again, Akpan (2018) reported that there has been a misconception in the past that business education was only required for school dropouts, unintelligent and under-achievers thus, making business education very unpopular in Nigeria tertiary institutions. The researcher observes a general poor public perception of business education. First, this has adversely affected the admission of quality inputs in business education. Second, it eludes business education the support it deserves from stakeholders in terms of funding. Again, and arising from the foregoing, the output of graduates tends to be threatened. The study determined the relationship between:



1. Historical issues and the development of business education in Nigeria
2. Philosophical issues and the development of business education in Nigeria
3. The study also determined how modern approaches to business education predict the development of the programme

Research Questions

The study answered the following questions:

1. What is the extent of relationship between historical issues and the development of business education in Nigeria?
2. What is the extent of relationship between philosophical issues and the development of business education in Nigeria?
3. How do modern approaches to business education predict the development of the programme?

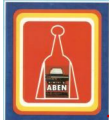
Statement of Hypotheses

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

- H₀₁ There is no significant relationship between historical issues and the development of business education in Nigeria.
- H₀₂ There is no significant relationship between philosophical issues and the development of business education in Nigeria
- H₀₃ Modern approaches to business education do not significantly predict the Development of Business Education

Methodology

This study adopted the descriptive survey research design. The descriptive survey research design was suitable for the study as it encouraged the use of survey instrument. The study was carried out in Nigeria since the variables examined, historical and philosophical issues as they affect the development of business education are of national interest and affect the entire programme irrespective of the institution or area of the country it is being offered. A population of 540 business educators and other professionals was used. A sample size of 299 comprising 196 business educators and 103 professionals from the larger society was used as sample size. The researcher-made questionnaire duly validated and reliability-tested, tagged, “Historical-Philosophical Issues and the Development of Business Education Questionnaire (HPIDBEQ)” generated data for the study. Data was analysed using Linear Regression Analysis (LRA). The Questionnaire, a four-point scale is rated as follows:



Very Great Extent (VGE) = 4 Points (= 3.5 – 4.0);
 Great Extent = 3 Points (= 2.5 – 3.4);
 Low Extent = 2 Points (= 1.5 – 2.4);
 Very Low Extent = a Point (= 0.1 – 1.4)

Results

Question One

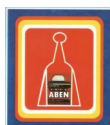
What is the extent of relationship between historical issues and the development of business education in Nigeria?

Data for answering this research question was generated from HPIDBEQ items 1 - 10. Mean (x) is used to answer the research question and summary data shown in Table 1.

Table 1: *Descriptive statistics of the extent of relationship between Historical Issues and the development of business education*

S/N	Item	Score	Mean (x)	Relationship
1.	Enrolment of students for business education is still linked to its roots in the apprenticeship system of ancient times	432	2.20	Low Extent
2.	Business education in Nigeria is still based on the American system as the cradle of business education	373	1.90	Low Extent
3.	Business education in Nigeria is still based on original subjects offered during its evolution in the ancient time	445	2.27	Low Extent
4.	Business education in its present state and structure developed and is still developing as a process of revolution.	464	2.37	Low Extent
5.	Nigeria as an emerging economy has much Tasks in addressing the lingering poverty	437	2.23	Low Extent
6.	Business education began with a vocational Objective	382	1.95	Low Extent
7.	Another current issue emanating from historical issues in business education in Nigeria is funding of business education	473	2.41	Low Extent
8.	Historical issues in business education seem unresolved.	453	2.31	Low Extent
9.	Nigeria's business education curriculum is still modelled after the American system.	391	1.99	Low Extent
10.	Misconception that business education is for dropouts are still prevailing	586	2.99	Great Extent
Average Mean			2.26	Low Extent

The findings presented in Table 1 indicate **the** extent of relationship between historical issues and the development of business education. The average mean value of 2.26 indicates that historical issues are to a low extent related with the



development of business education. Again, out of the ten historical issues measured, only an item had a weighted mean of 2.99 indicating a rating of 'great extent'. Other nine items indicate low extent.

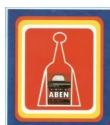
Question Two

What is the extent of relationship between philosophical issues and the development of business education in Nigeria?

Data for answering this research question were generated from questionnaire items 11-21. Mean ($\bar{x}$) is used to answer the research question and summary data shown in Table 2.

Table 2: *Descriptive statistics of the extent of relationship between Philosophical Issues and the Development of Business Education*

S/N	Item	Score	Mean ($\bar{x}$)	Relationship
11.	Business education programme is still being designed with vocational objective	288	1.47	Low Extent
12.	Business education is designed with professional objective	564	2.88	Great Extent
13.	The general education objective of business education promotes its enrolment	500	2.55	Great Extent
14.	Business education in Nigeria is poorly developed and restricted to a certain group of people.	564	2.88	Great Extent
15.	Unintelligent and under-achievers enrol for business education, thus making it unpopular in Nigeria tertiary institutions	452	2.31	Low Extent
16.	The historical challenge posed by the poor curriculum causes low recognition of business education programme in Nigeria	254	1.30	Very Low Extent
17.	Business education provides training and impart the necessary skills to individual for self-reliance economically	365	1.87	Low Extent
18.	There is need for individuals, organisations and the larger society to further redefine business education at the next level	260	1.33	Very Low Extent
19.	Business education can re-inject innovations for the improvement of business education thus, giving the next generation of those who enrol for business education a platform to adapt to emerging work and societal environment through better learning and training environment.	321	1.64	Low Extent
20.	The philosophical foundation of business education was and is still a cardinal issue in business education.	293	1.50	Low Extent
21.	The increasingly complex society emphasised the need for the education of every person to handle his personal business affairs more competently	379	1.94	Low Extent
Average Mean			2.26	Low Extent



Findings presented in Table 2 indicate the extent of relationship between philosophical issues and the development of business education. The average mean value of 1.97 indicates philosophical issues are to a low extent related with the development of business education. However, three, six and two of the eleven philosophical issues indicate great, low and very low extent of relationship with the development of business education respectively.

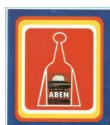
Question Three

How do modern approaches to business education predict the development of the programme?

Data for answering this research question were generated from questionnaire items 22-31. Mean ($\bar{x}$) is used to answer the research question and summary data shown in Table 3.

Table 3: **Descriptive statistics** of how modern approaches predict the development of business education in Nigeria

S/N	Item	Score	Mean ($\bar{x}$)	Relationship
22.	Some Nigerians do not see business education as a prestigious, attractive or professional course for them or their relatives to enrol for	378	1.93	Low Extent
23.	Most university undergraduates in business education only heard of business education as alternate programme suggested by administrators of their hitherto cognate programme when it was apparent that such cognate department cannot absorb them	349	1.78	Low Extent
24.	Admission into business education programme in Nigeria is not yet competitive	427	2.18	Low Extent
25.	Business education are those business programmes and courses taught ordinarily at the secondary school levels	295	1.51	Low Extent
26.	The structure of business education encompasses 'School and Out-of-school education	426	2.17	Low Extent
27.	Business education can be offered from Basic to Higher Education levels	470	2.4	Low Extent
28.	Nigerian government is making appropriate legislations and material provisions for the development of business education	334	1.70	Low Extent
29.	Nigeria's business education enjoys public recognition as a profession	335	1.71	Low Extent
30.	Business education is not stagnated when in comparison with its past	355	1.81	Low Extent
31.	There are enormous tasks before business education stakeholders desirous of its development in a pace in tandem with the 21 st Century demand	406	2.07	Low Extent
Average Mean			1.97	Low Extent



The findings presented in Table 3 indicate the extent of relationship between modern approaches and the development of business education. The average mean value of 1.93 indicates that modern approaches are to a low extent related with the development of business education.

H0₁ There is no significant relationship between historical issues and the development of business education in Nigeria.

Table 4: Result of Linear regression analysis of no significant relationship between historical issues and the development of business education in Nigeria

Variable		SE	R	R ²	
Historical Issues		2.32439	.924	.854	
Model	Sum of Squares	df	Mean Square	F	Significant Level
Regression (X)	9358.577	1	9358.577	1732.177	.05
Residual (Y)	1604.627	297	5.403		
Total	10963.204	298			

N = 299; Critical F = 3.84

Result from the Linear Regression Analysis presented in Table 4 reveals that the calculated F-ratio of 1732.177 is by far greater than the critical F-ratio of 3.84at .05 levels of significance with degrees of freedom being 1 and 297. Thus, the null hypothesis, “there is no significant relationship between historical issues and the development of business education in Nigeria” is rejected. This implies that historical issues have significant relationship with the development of business education.

H0₂ There is no significant relationship between philosophical issues and the development of business education in Nigeria

Table 5: Result of Linear regression analysis of no significant relationship between philosophical issues and the development of business education in Nigeria

Variable	SE	R	R ²		
Philosophical Issues	2.6415	.889	0.791		
Model	Sum of Squares	df	Mean Square	F	Significant Level
Regression (X)	7843.707	1	7843.707	1124.116	.05
Residual (Y)	2072.367		297	6.978	
Total	9916.074		298		

N = 299; Critical F = 3.84

Result from the Linear Regression Analysis presented in Table 5 reveals that the calculated F-ratio of 1124.116 is by far greater than the critical F-ratio of 3.84at .05 levels of significance with degrees of freedom being 1 and 197. Thus, the null hypothesis, “there is no significant relationship between philosophical issues and the

development of business education in Nigeria” is rejected. This implies that philosophical issues and the development of business education in Nigeria are significantly related.

H0₃ Modern approaches to business education do not significantly predicts the Development of Business Education

Table 6: Result of Linear regression analysis, “modern approaches do not significantly predict the development of business education in Nigeria”

Variable	SE	R	R ²		
Modern Approaches	4.67839	.651	.423		
Model	Sum of Squares	df	Mean Square	F	Significant Level
Regression (X)	4770.719	1	4770.719	217.967	.05
Residual (Y)	6500.545	297	21.887		
Total	11271.264	298			

N = 299; Critical F = 3.84

Results from the Linear Regression Analysis presented in Table 6 reveal that the calculated F-ratio of 217.967 is by far greater than the critical F-ratio of 3.84at .05 levels of significance with degrees of freedom being 1 and 197. Thus, the null hypothesis, “modern approaches do not significantly predict the development of business education in Nigeria” is rejected. This implies that modern approaches significantly predict the development of business education. Also, the test of significance shows a positive and high predictive value.

Summary of Findings

1. Historical issues are to a low extent related with the development of business education.
2. Philosophical issues are to a low extent related with the development of business education.
3. Modern approaches are to a low extent related with the development of business education.
4. Historical issues have significant relationship with the development of business education.
5. Philosophical issues and the development of business education in Nigeria are significantly related.
6. Modern approaches significantly predict the development of business education with a high predictive value.

Discussion of Findings

Historical and philosophical issues cannot be undermined in the development of business education as they help to address fundamental issues that provide a



background and direction for business educators on the journey in the development of business education and at what pace and the speed needed to move business education to the required destination in addressing Nigeria's development challenges. The findings summarised above indicate that historical and philosophical issues significantly relate with the development of business education and that modern approaches can predict the development of business education with high predictive value. ABEN (2017: 3) had taken cognizance of this and averred: "As we all know; business education has its earliest origins from the United States of America. Business education advent showed a history of how single business subjects expanded into what became business education programme. First, it was casting accounts, the predecessor of accounting that was taught in school as book keeping as far back as 1709. Low public perception of business education has been reported by Ekpenyong (2011), who remarked that in Nigeria business education seems to have lost the chance of attracting sufficient public recognition, and government attention by way of favourable and appropriate legislations and material provisions. This seems to have negative effect on the development of business education

However, to Nwosu and Okoro (2018), business education enjoys public recognition as a profession that holds the key to poverty alleviation. It is however, apparent that business has developed from the historical account casting, shorthand and typewriting and sometimes as a single subject to a discipline with many components; from the apprenticeship system with no organisation of content to organised contents with the use of modern approaches in its delivery.

Conclusion

The findings of this study have prompted the following conclusions: Historical issues continue to play significant role in the development of business education in Nigeria, hence, business educators should redefine business education based on the reality of its pragmatic approach from the origin rather than the category of people who enrolled for the programme on its inception. It is also concluded that philosophical issues are relevant to the development of business education based on the reality of the time. It is further concluded that modern approaches in business education delivery are vital to its development.

Recommendations

Based on the conclusions drawn, it is recommended that:

1. Business educators should develop convincing history of business education to reconcile the poor public perception that the programme was developed for school drop-outs.



2. Business educators should constantly review the philosophy of business education to reflect the reality of the time.
3. Business educators should ensure that more researches are conducted to develop more practical and modern approaches for business education delivery.

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STRATEGIES FOR OVERCOMING THE CHALLENGES OF EVALUATION IN BUSINESS EDUCATION PROGRAMME

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Abstract

This paper x-rayed the strategies that can be adopted to overcome the challenges of evaluation in Business education programme. This paper explained that proper evaluation is very germane if business educators are to remain relevant in the 21st century global workforce. Evaluation in business education should be comprehensive and holistic. The challenges to effective evaluation in business education were also highlighted. The paper identified various strategies to overcome these challenges. Some of them are: - Ensuring that the goals of business education are based on an in-depth study of business and industry requirements, thorough scrutiny of the quality of student intake and rigorous screening of the teachers to ensure their suitability to effectively and successfully implement the business education curriculum.

Introduction

The business education programme is dynamic in nature and its relevance for successful living, job creation and effective participation and contribution to the growth of the Nigerian economy at large cannot be overemphasized. Nevertheless for any educational programme to be implemented successfully it requires adequate evaluation. According to Nwachukwu (2015) evaluation is the process of ascertaining or making value judgements based on available information on any aspect of an educational programme.

Furthermore evaluation can be perceived as the process of investigating the strength and weakness of the curriculum process and implementation at each stage to enable the curriculum planners take valid decisions whether to retain, modify or terminate an existing educational programme. (Umoru & Oluwalola, 2015). Similarly Aliyu (2013) described evaluation as the provision of information for the sake of facilitating decision making at various stages of the curriculum. In addition evaluation is the process of delineating, obtaining and providing useful information for judging decision alternatives (Amesi, Akpomi & Okwuanso, 2014). Evaluation is



the process of making value judgment about the worth of a thing. Evaluation includes obtaining information through assessment for use in judging the worth of a programme production, procedure, performance or objective in education. It is defined as a systematic process of data collection for making a valid decision about an individual, programme, material or methods (Ugodulunwa, 2014). These definitions imply that evaluation is the appraisal of the worth or value of any construct, object or action with the purpose of making appropriate decisions based on such appraisal

Purpose of Evaluation

The major purposes of evaluation are as follows:

- To generate information that will foster improvement of a programme or project
- To provide information that will facilitate effective decision making
- To provide adequate and effective feedback on students achievement not only in the cognitive domain, but also the affective and psychomotor domains.
- To ascertain the effects of the teacher's method of teaching on the performance in the learners.
- To provide feedback from school administrators to the policy makers curriculum planners and other stakeholders on the success of an educational programme or curriculum.
- To enable students, teachers, administrators and parents find out the degree to which educational goals have been achieved.

Meaning of Business Education

Business education is education for business (vocational education) and education about business (consumer education). Udo (2015) described business education as an aspect of vocational and technical education which is designed to help learners acquire competencies in accounting, business management, banking and finance administration, marketing, bookkeeping, office technology, information and communication technology, business law, economics for business, business web page design, desktop publishing, shorthand, word processing among others. It is the type of education that is concerned with the acquisition of skills and knowledge for employment and sustainable livelihood (Olupayimo, 2018). Udo (2015) added that business education is a comprehensive activity-based education that is concerned with the acquisition of practical skills, understating, attitudes, work habits and competencies that are requisite to success in a chosen business occupation.



Goals of Business Education

Ekpeyong et al (2012) identified the following as the generally acceptable goals of business education:

- Develop individuals who will be properly equipped with the pre-requisite knowledge and skills for productive work life.
- Develop a pool for competent and reliable technical manpower, capable of being mobilized in times of national economic emergency.
- Develop individuals who will be capable of meeting the modern business and technological challenges.
- Develop in the youths the right attitudes and skills towards work.
- Equip the youths with the requisite knowledge and skills for paid or self-employment.
- Prepare the youths for meeting community, state and national economic aspirations.
- Enable the youths to choose and perfect on those areas of business education for which they have interests and aptitudes.
- Equip the learners to develop skills for making rational economic decisions in various areas of business
- Enable the learners to relate their expertise to the needs of their communicative and
- Produce business and industrial managers who will be capable of meeting technological and managerial complexities of modern industry and to provide the vocational and technical knowledge in various areas of business.

Nexus between Business Education and Evaluation

It is noteworthy that the 21st century skills are every relevant to life and employment in contemporary times. To this end the business education programme should be constantly evaluated so that the programme can successfully respond to the challenges of the 21st century and emerging global issues. For business education to remain relevant in the global workforce the evaluation should be all-encompassing. All aspects of the business education programmes should be evaluated periodically among these are the programme itself, the instructional materials, the equipment, the physical facilities and the layout of the business education department in terms of the student to be accommodated for the programme (Aransiola, 2000). In addition the scope of the evaluation should cover the school authority, administrative staff and even the parents and guardians of the learners as well as external agencies (Nwachukwu, 2015).



Challenges of Evaluation in Business Education

Orheruata and Mania (2015) identified the following as challenges of evaluation in business education programme

1. Inconsistency in students assessment across institutions and classes
2. Marking and grading practices lack pedagogical significance
3. What to teach, how to teach, where to teach and when to teach
4. Inadequacy of functional evaluation devices
5. Ineffective planning
6. Selection of appropriate evaluation model for business education programme
7. Subjective judgment of the methodology of the evaluation process

In addition Shuaibu, Ameh and Barinem (2016) highlighted the following challenges of evaluation in business education:

1. Large class size or overpopulated classes
2. Non-uniformity of standard
3. Wrong placement of students in business education programme
4. Irregular supply of electricity
5. Dearth of qualified and dedicated business educators
6. Financial challenge
7. Inadequacy of equipment and infrastructure
8. Incessant strike actions leading to regular closure of tertiary institutions
9. Inadequacy or low level of research
10. Deficiency in the curriculum context
11. Poor public impression and apathy to business education.

Strategies for Overcoming the Challenges of Evaluation in Business Education

Nwachukwu (2015) enunciated the following strategies:

1. Evaluators should find out if the aims and objectives of the business education programme were based on an in-depth study of business and industry requirements
2. Efforts should be made to examine the adequacy of the course groupings for coverage and sequence and to ensure that the programme is capable of making students perform adequately in the world of work after school
3. Pragmatic steps should be taken to evaluate the major items of furniture and equipment necessary for the operation and success of the programme



4. There should be thorough scrutiny of the quality of students being admitted into the programme vis-à-vis the entry qualifications and aptitude and acumen.
5. The teachers should be screened in order to ascertain their suitability to successfully and effectively implement the business education curriculum.
6. Evaluation should cover the activities of the Heads of institutions, Deans of Faculties/schools, Heads of Departments and other administrative staff attached to the business education programme to find out their decisions on the following:
 - Maximum use of teaching specialities
 - Distribution of work load
 - Plans to improve the programme
 - Provision of equipment
 - Incentives, motivation and reinforcement
 - Punishment to staff and students for misconduct.
 - Accreditation requirements
 - Graduate appraisal
 - Recruitment of staff and
 - The channel of communication
7. In evaluating finance as an aspect of business education there is need to determine the:
 - Financial procedure in operation
 - Sources of income
 - Details of expenditure
 - Cost-saving strategies adopted
 - Waste management and records etc (Anikene, 2010)
8. In order to tackle the menace of poor public impression and apathy to business education there is need to find out the level of interest that parents, guardians and external agencies have in the students and institutions, their contributions towards the development of the students and school as well as their feelings and suggestions for the improvement of the business education curriculum.

Conclusion

Evaluation is very critical to the improvement of the business education programme. There is the need to evaluate various aspects and strata of the business education programme on a regular basis and the resulted decisions taken should be implemented to the letter.

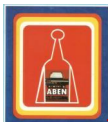


Recommendations

In order to overcome the challenges of evaluation in business education the aforementioned strategies should be adopted while all stakeholders in the business education programme should adopt a positive and objective disposition towards the evaluation process.

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ASSESSMENT OF THE MANAGEMENT OF BUSINESS TEACHER EDUCATION IN COLLEGES OF EDUCATION IN THE SOUTH-EAST ZONE OF NIGERIA

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Abstract

This paper focused on the assessment of the management of business teacher education in colleges of education in the South East zone of Nigeria. Two research questions were generated and two hypotheses were formulated to guide the study. The study adopted a survey research design. The study area is South East Nigeria. The population of the study comprised 132 lecturers from the seven federal and state owned Colleges of Education in the South East zone. The whole population was studied because it is manageable. A four-point scale questionnaire was developed by the researcher to enable her collect data for the study. One hundred and thirty two (132) copies of the instrument were printed after validation and subsequently distributed to the 132 respondents used for the study. All the 132 copies were personally administered to the respondents, completed, retrieved by hand and were used in the analysis. The items with regards to the research questions were analyzed using mean and standard deviation while null hypotheses were tested at 0.05 level of significance, using t-test statistic. The results showed that criteria such as seniority, length of service, experience, training in management, hard work, dedication, specialization in business education and integrity of the lecturer are the best criteria for appointing heads of department of business teacher education and that the level of supervision of instructions by heads of department of business teacher education is inadequate. Based on the findings of the study, the researcher concluded that business teacher education in colleges of education in the South East Zone of Nigeria is yet to receive effective and adequate management. The researcher therefore recommended that experienced, dedicated and specialist in business education should be appointed as heads of department by management of institutions.

Keyword: Assessment, management, business teacher education, College of Education.



Introduction

Management is a universal activity because it is found in all types, functions and levels of organization. A manager therefore is responsible for the organizing, planning, co-coordinating and controlling of all activities in the organization. He develops goals and policies, implements, procures and manages resources and evaluates effectiveness and efficiency. A manager seeks to convert various resources people, machine, money and materials into a useful enterprise. He mobilizes the required means of production, coordinates activities both within the enterprise and with the outside world, and inspires people who are associated with the enterprise to work towards common objectives.

Management function then, is to blend an effective way people, material, money, methods, machines and morale to achieve the goals of a firm, organization and institution. Though the word management is often connected with profit-making organizations, yet it is used to connect educational policy makers, such as the ministers, commissioners and directors of education. Whereas the word administrator is used to connect headmasters, headmistresses, principals, head of institutions (Vice Chancellors, Rectors, Provost, Heads of Departments, Dean of Studies and Teachers). For the purpose of this study therefore the two terms management and administration were used interchangeably.

It is worth noting that the success of any educational programme is dependent on the manager of such programme. As a result of this, the need for effective management of business teacher education cannot be over emphasized. When an administrator cannot administer effectively, all efforts of the government to ensure that educational standard meets world's standard become jeopardized. Since the task of the administrator is to plan strategies for the effective attainment of the specific goals of education, it is therefore necessary that the administrator of any educational programme be one who has background knowledge of such programme. He should be a specialist in that field he is administering. It is only when he understands the programme that he can make positive impact that will assist in the actualization of the objectives of such programme.

There has been much discussion on who should manage, administer and supervise business education. Effective implementation of business teacher education has been affected not only by management of education at the top (ministers, commissioners and directors of education) but also by managers at the lower level (Headmasters, principals, rectors, provost, vice chancellors, deans of schools/faculty and heads of department). Until serious attention is given to this issue, achievement of quality will be difficult.



Just as the success or failure of any organization, establishment or business lies in the hands of the manager, so also the success or failure of any educational programme lies in the hands of the administrator. It is expected of an administrator, leader, manager to make use of his versed knowledge in the area he is administering, leading or managing to take the group to their desired destination.

Literatures have shown that many departments of business teacher education in both federal and state owned institutions are flooded with unqualified staff (Agboola, 2015). In support to this Okoli (2010) noted that “there are interlopers” who are not trained in business education deployed to teach specialized courses in business education. This can only happen when the head in such department is not a professional who possesses requisite skills and knowledge in business education. Agboola (2015) also confirmed this when he noted that headship of business education departments or units sometimes falls on non-business educators, or at least those without advanced degrees in Business Education. According to him, this often creates crises leading to poor administration and coordination of the programme.

Management of instruction is another important area of management. The need for effective supervision of instruction by both the male and female heads of department of business teacher education cannot be over emphasized. This was why Aina and Nwachukwu (2012) noted that the role of the school/departmental head is principally seeing to it that both the teachers and students follow religiously the provision of the curriculum document. Achievement of the goal of any educational curriculum is determined by its implementation. Supervision of business teacher education will be a better tool for enhancing better implementation of business teacher education. Emphasizing the need for instructional supervision Osawaru and Okongbowa (2014) opined that “the final step of integrating standards into the curriculum consists of implementing the curriculum in the classroom and continued monitoring, reflecting and evaluating to improve it. Osawaru and Okongbowa went further to state that quality teacher preparation entails how teaching is organized, managed, what are the contents in relation to the objective, what level of teaching is achieved, what are the training facilities and does the training environment depict the working environment.

Management of instruction also involves preparation and allocation of time table, plan excursions, seminars and workshops, ensure adequate placement of students on industrial attachment and teaching practice. Management of business teacher education had faced and is still facing numerous challenges. It is the challenges that brought about the need to assess how business teacher education is managed in



colleges of education in the South eastern states of Nigeria. Assessment involves series of testing, measurement and organization of information collected in a way that facilitates evaluation. Assessment involves determination of the extent to which the goals or objectives of an organization are achieved (Esomonu in Oguejiofor, 2013).

On the other hand, colleges of education are designed to provide skilled manpower for the development of different factors of Nigerian's economy. According to Ikwuegbu (2009) the role of colleges of education was based on teaching, research and public service. In Nigeria there are state owned colleges of education and federal owned colleges of education. State owned colleges of education are established, owned, controlled and funded by state governments. While federal colleges of education are established, owned, controlled and funded by the federal government. Some federal and state colleges of education are located in the rural areas while others are located in the urban centres.

Business teacher education departments in colleges of education in the south east zone of Nigeria have both male and female lecturers. In a study that aimed at assessing how business teacher education is managed, general opinions are necessary for drawing logical conclusion.

Statement of the Problem

There have been much emphasis on who should manage, administer and supervise business education. The reason being that effective implementation of business teacher education can be made possible only when qualified administrators are assigned to manage and supervise the programme. Colleges of education just like other tertiary institutions are benefiting immensely from the Tertiary Education Trust Fund (TETFund) (Bogoro, in Otti 2014). Yet colleges of education offering business education programme are still ill-equipped. There are no adequate machines, equipment and other materials required for effective teaching and learning (Iweh, 2012). These may be as a result of the inability of Heads of Department (H.O.D's) of business education to communicate and present these needs to their various managements as essential. The cause may also be a misplace of priority by the heads of department. The researchers therefore deemed it necessary to assess who should head the department of business teacher education in Nigerian colleges of education. Since the kind or quality of an administrator or manager go a long way to determine how successful an organization or institution will achieve its objectives. The researcher also considered it necessary to find out the level of instructional supervision by heads of department of business teacher education in colleges of education in south-east zone.



Research Questions

The following research questions guided the study:

1. What are the best criteria for appointing Heads of Department of business teacher education in the colleges of Education?
2. What is the level of adequacy of supervision of instructions by Heads of Department of Business Teacher Education in colleges of Education?

Hypotheses

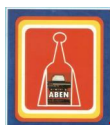
The following null hypotheses guided the study.

1. There is no significant difference in the mean ratings of male and female business education lecturers on criteria for appointing Heads of Department of Business Teacher Education in colleges of Education in South East Nigeria.
2. There is no significant difference in the mean rating of urban and rural based business education lecturers on the level of adequacy of supervision of instructions by Heads of Department of Business Teacher Education in the Colleges of Education in the South East Nigeria.

Method

The study adopted a survey research design. The population of the study consist of seven (7) Heads of Department and one hundred and twenty five (125) business teacher educators from the seven colleges of education in South East Zone of Nigeria. The population was manageable therefore there was no sampling. A structured four-point scale type of questionnaire titled "Assessment of Management of Business Teacher Education" (AMBTE) was developed by the researcher to elicit information from the respondents. The instrument was subjected to validation by two experts in the Department of Science Education and a specialist in Business Education both in Ebonyi State University. The instrument for the study were trail tested on lecturers of Business Education in Federal College of Education (Technical) Asaba. Twenty (20) copies of the instrument were administered. After two weeks, the questionnaires were administered to the same people. The scores from the two-test were correlated and analyzed using Cronbach Alpha Co-efficient technique. The items yielded a reliability co-efficient of 0.70 which showed that the instrument was suitable for the study.

The copies of the questionnaire were administered by the researchers, and all were retrieved and used for data analysis. Data collected were analyzed using means statistics and standard deviation. The two hypotheses were tested using t-test at an



alpha level of 0.05. A null hypothesis is accepted if the calculated t-value (t-cal) is less than the critical or t-table value at .05 level of significance. On the other hand, the null hypothesis is rejected if the calculated t-value is greater than the t-critical or t-table value at 0.05 level of significance.

Findings

Research Question 1

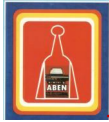
What are the best criteria for appointing Heads of Department of Business Teacher Education in Colleges of Education in the South East zone Nigeria?

Table 1: Mean Results of Lecturers on the Best Criteria for Appointing Heads of Departments of Business Teacher Education

S/N	ITEM	SA	A	D	SD	X	SD	Decision
1.	Seniority	73	21	18	20	3.11	1.13	Agree
2.	Length of service/experience	29	50	37	16	2.69	0.94	Agree
3.	Management preferences	15	21	42	54	1.97	1.05	Disagree
4.	Training in management	82	7	23	20	3.14	1.18	Agree
5.	Trait	17	26	29	60	2.0	1.08	Disagree
6.	Level of qualification e.g. holder of doctorate degree.	14	09	32	77	1.69	0.99	Disagree
7.	Hard work	62	18	32	20	2.92	1.15	Agree
8.	Dedication	72	10	29	21	3.00	1.18	Agree
9.	Specialization in business education.	86	4	19	23	3.15	1.21	Agree
10.	Integrity of the lecturer	93	1	18	20	3.26	1.17	Agree
11.	Teaching of business education courses.	13	9	31	79	1.66	0.97	Disagree
12.	Membership of a professional association.	22	19	49	42	2.15	1.05	Disagree
.	Grand mean					2.56	1.09	

Source: Field Work 2019

Based on the result in table 1, item 1 have a mean and standard deviation score of 3.11 and 1.13, item 2 has a mean score of 2.69 and standard deviation score of 0.94, item 4 has a mean and standard deviation score of 3.14 and 1.18, item 7 has a mean and standard deviation score of 2.92 and 1.15, item 8 have a mean and standard deviation score of 3.00 and 1.18, item 9 has a mean and standard deviation score of 3.15 and 1.21 while item 10 has a mean and standard deviation score of 3.26 and 1.17 respectively. Items 1,2,4,7,8,9 and 10 above have mean scores above 2.50 which shows that they are best criteria for appointing Heads of Departments of Business Teacher Education. On the other hand, item 3 has a mean and standard deviation score of 1.97 and 1.05, item 5 has mean score of 2.0 and standard deviation of 1.08,



item 6 has mean and standard deviation score of 1.69 and 0.99, item 11 has mean and standard deviation scores of 1.66 and 0.97 whereas item 12 has mean and standard deviation score of 2.15 and 1.05 respectively. Items 3,5,6,11 and 12 have mean scores below 2.50 which indicates that they are not best criteria for appointing heads of department of business teacher education.

Research Question 2

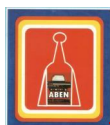
What is the level of adequacy of supervision of instructions by heads of department of business teacher education in colleges of education in South East Nigeria?

Table 2: Mean Results of Lecturers on the Level of Adequacy of Supervision of Instructions by Heads of Department

S/N	Item	VA	A	IA	VIA	X	SD	Decision
1.	Commitment to supervision of21 instruction.		25	28	58	2.06	1.12	Inadequate
2.	Constructive feedback on supervision.	14	8	9	101	1.50	1.00	Inadequate
3.	Teacher's motivation from HOD's supervisory feedback.	8	6	15	103	1.38	0.83	Inadequate
4.	Promoting critique workshop.	5	5	10	112	1.26	0.70	Inadequate
5.	Promoting lecturers professional development.	13	23	31	65	1.87	1.02	Inadequate
6.	Contributing to an evolving pedagogy (teaching methods that may develop)	13	12	41	66	1.78	0.97	Inadequate
7.	Enhancing personal and collaborative enquiry.	4	5	13	110	1.26	0.67	Inadequate
8.	Adequate production of departmental timetable in terms of course load.	111	8	7	6	3.67	0.77	Very adequate
9.	Allocation of technical courses to lecturers.	33	37	36	26	2.58	1.07	adequate
Grand mean						1.92	0.90	Inadequate

Source: Field Work 2019

The data presented in table 2 revealed in items 1,2,3,4,5,6 and 7 that the level of supervision of instructions by heads of departments of business teacher education in colleges of education in South East Nigeria is inadequate. This is evidenced by the mean scores of 2.06, 1.50, 1.38, 1.26, 1.87, 1.78 and 1.26 which is in the boundary of 1.5-2.49. On the other hand, the respondents in items 8 and 9 were of the opinion that level of supervision of instructions by heads of department are very adequate and



adequate respectively. This was supported by the mean scores of 3.67 and 2.58 which is in the boundary of 3.5-4.49 and 2.5-3.49. However, the grand mean of the items in the table gave a total mean score of 1.92. This is in the boundary of 1.5-2.49 and it indicates inadequate.

Hypothesis 1

There is no significant difference in the mean rating of male and female business education lecturers on what should be the best criteria for appointing heads of department of business teacher education in colleges of education in the South East, Nigeria.

Table 3: *t-test Results of Lecturers on Best Criteria. for Appointing Heads of Department of Business Teacher Education Based on Gender*

S/N	Variable	No	X	S.D	DF	T-cal	t-critical	Decision
1.	Male	60	3.20	1.10				
	Female	72	3.04	1.16	130	0.80	1.960	Not significant
2.	Male	60	2.61	1.02				
	Female	72	2.76	0.88	130	0.89	1.960	Not significant
3.	Male	60	2.11	1.12				
	Female	72	1.86	0.90	130	1.45	1.960	Not significant
4.	Male	60	4.00	0.02				
	Female	76	2.42	1.19	130	10.15	1.960	Significant
5.	Male	60	2.16	1.15				
	Female	72	1.86	1.01	130	1.62	1.960	Not significant
6.	Male	60	1.88	1.09				
	Female	72	1.54	0.88	130	1.98	1.960	Significant
7.	Male	60	2.63	1.11				
	Female	72	3.16	1.12	130	2.72	1.960	Significant
8.	Male	60	3.96	0.25				
	Female	72	2.20	1.06	130	12.53	1.960	Significant
9.	Male	60	4.00	0.02				
	Female	72	2.45	1.27	130	9.34	1.960	Significant
10.	Male	60	4.00	0.02				
	Female	72	2.65	1.31	130	7.95	1.960	Significant
11.	Male	60	1.93	1.10				
	Female	72	1.44	0.80	130	2.94	1.960	Significant
12.	Male	60	2.21	1.07				
	Female	72	2.11	1.04	130	0.57	1.960	Not significant
t-test value						4.41	1.960	Significant

Based on the result in table 3, the t-test value is greater than t-critical values ($4.41 > 1.960$), hence, H_{01} , is rejected. This means that there is a significant difference in the mean ratings of male and female lecturers on what should be the best criteria for appointing heads of department of business teacher education in colleges of education in South East, Nigeria.

Hypothesis 2

There is no significant difference in the mean ratings of urban and rural based business education lecturers on the level of adequacy of supervision of instructions by heads of department of business teacher education in colleges of education in South East Nigeria.

Table 4: *t-test Results of Lecturers on the Level of Adequacy of Supervision of Instructions by Heads of Department. Based on Location*

S/N	Variable	No	X	S.D	DF	t-cal	t-critical	Decision
1.	Urban	58	2.63	1.11	130	5.73	1.960	Significant
	Rural	74	1.62	0.91				
2.	Urban	58	1.01	0.13	130	5.47	1.960	Significant
	Rural	74	1.89	1.21				
3.	Urban	58	1.01	0.13	130	4.87	1.960	Significant
	Rural	74	1.67	1.02				
4.	Urban	58	1.01	0.13	130	3.73	1.960	Significant
	Rural	74	1.45	0.89				
5.	Urban	58	2.22	1.14	130	3.57	1.960	Significant
	Rural	74	1.60	0.84				
6.	Urban	58	2.27	1.05	130	5.68	1.960	Significant
	Rural	74	1.40	0.70				
7.	Urban	58	1.01	0.13	130	3.94	1.960	Significant
	Rural	74	1.45	0.84				
8.	Urban	58	4.00	0.02	130	4.25	1.960	Significant
	Rural	74	3.45	0.96				
9.	Urban	58	3.12	0.88	130	5.68	1.960	Significant
	Rural	74	2.16	1.02				
t-test value						4.76	1.960	Significant

Based on the result in table 4, the t-test value is greater than t-critical values ($4.76 > 1.960$) therefore H_{04} is rejected. This means that there is a statistical significant difference in the mean ratings of urban and rural based business education lecturers on the level of adequacy of supervision of instructions by heads of department of business teacher education in colleges of education in South East, Nigeria.



Discussion

The result of data analysis as presented in Table 1 revealed that respondents agreed that seniority, length of service/experience, training in management, hard work, dedication, specialization in business education and integrity of the lecturer are the best criteria for appointing a head of department of business teacher education. Whereas, they are of the opinion that management preferences, trait, level of qualification (holder of doctorate degree) teaching of business education courses and membership of professional association are not the best criteria for appointing heads of department of business teacher education.

This is in line with Nwachukwu (2012) who states that one of the factors militating against administration and supervision of business education is non-performance as a result of wrong placement. Nwachukwu noted that when a worker is employed and appointed on the basis of indigeneship without proper knowledge or mastering of the subject matter, such a person will not perform. According to Nwachukwu, these ones shirk work and responsibilities not because they want but because they are placed where they do not belong.

In the same vein Perrow in Atakpa (2012) noted that particularism which is defined as the use of irrelevant criteria, for example “only relatives of the boss have a chance at the top positions” when recruiting staff is another challenge faced in the administration and supervision of business education. On the test of hypothesis one, the result of data analysis in Table 3 indicates that, the t-test value of 4.41 is greater than t-critical value of 1.96. Therefore H_{01} is rejected. This result means that there is a significant difference in the mean ratings of male and female lecturers on what should be the best criteria for appointing heads of department of business teacher education in colleges of education. The difference in the opinion of male and female lecturers on criteria for appointing heads of department of business teacher education could be as a result of gender roles. Gender roles are the behaviours, interests, attitudes, skills and personality traits that a culture considers appropriate for males and females (Madaki-David & Onyemah, 2016). It means how we are expected to act, think, speak, dress, groom and conduct ourselves based upon our assigned sex. The reason could also be that female lecturers want to protect their interest since most at times they are being discriminated against as far as leadership positions are concerned. In support to these, Adesua (2006) noted that in college of education, Ikere-Ekiti, out of the forty one lecturers in the school of education, only eight are female lecturers while only two female lecturers had succeeded to occupy the leadership position in this school as at the time she carried out her study.

The findings of table 2 showed that the level of supervision of instructions by heads of department of business teacher education in colleges of education is inadequate.



Responses by the respondents revealed that the level of commitment of supervision of instructions by heads of department are inadequate. Level of constructive feedback on supervision is inadequate. Level of lecturer's motivation from heads of department supervisory feedback is inadequate. Level of feedback promoting critique workshop is inadequate. Supervision promoting lecturers professional development is inadequate, level of supervision contributing to an evolving pedagogy is inadequate and level of supervision of instructions to enhance lecturers personal and collaborative enquiry is also inadequate. Totality of the items in table 2 received a grand mean of 1.92 which is in the boundary of 1.5-2.49 implying inadequate.

The result of this study is in line with Edigbonya, Agbaje and Suberu (2013) who asserts that there is lack of supervision of teachers in business education. And this is one of the problems confronting quality assurance in the programme. Edigbonya, Agbaje and Suberu went further to state that “the heads of department and deans of faculties who are supposed to ensure proper supervision of academic programmes within their area of jurisdiction are often faced with too much workloads and this in turn affects their span of control”. Still stressing on the need for adequate supervision of instructions Osawaru and Okongbowa (2014) noted that the final step of integrating standards into the curriculum consists of implementing the curriculum in the classroom and continued monitoring reflecting and evaluating to improve it.

Nwachukwu (2012) also supported this finding when she stated that one of the factors militating against administration and supervision of business education is lack of devotion by those it is in their hands to carry out supervision. According to Nwachukwu, “most of our officers lack knowledge of the subject matter. How can they be devoted? They simply occupy positions without commitment. There is no urge in them”.

On the test of hypothesis 2, the result of data analysis in table 4 indicates that t-test value of 4.76 is greater than t-critical value of 1.96. Therefore H_{04} is rejected. This means that there is a significant difference in mean ratings of urban and rural based business education lecturers on the level of adequacy of supervision of instructions by heads of department of business teacher education in colleges of education in South East Nigeria.

The difference in the opinion of rural and urban located college of education lecturers on level of adequacy of supervision of instructions could be as a result of level of workloads on heads of department in the rural and urban based colleges of education.



Highlighting on the effect of work load on supervision of instructions, Ediabonya, Agbaje and Suberu (2013) noted that heads of department and deans of faculties who are supposed to ensure proper supervision of academic programmes within their area of jurisdiction are often faced with too much workloads and this in turn affects their span of control. More so, rural communities are known for their low population density and as a result heads of department in rural areas have less staff and students to supervise unlike their counterparts in the urban areas. This was confirmed by Ikpeazu and Uwazie (2012) who noted that there are fewer students among the rural than the urban population for both sexes.

Conclusion

Based on the result of the study, it was concluded that criteria such as seniority, specialization in business education, integrity, experience, hard work and training in management are best for appointing heads of department of business teacher education and level of supervision of instruction by heads of department are inadequate.

Recommendations

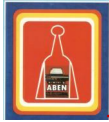
Based on the findings and conclusions drawn from the study, the following recommendations were made:

1. Management of institutions should ensure that only experienced, dedicated and specialists in business teacher education are appointed as heads of department as the result obtained indicated that these are the best criteria's for appointing heads of department of business teacher education.
2. Heads of department of business teacher education should have close contact with their chief executives and help access more TETFund for a better and effective implementation of business teacher education.
3. Heads of department should concentrate on administrative and supervisory work during their tenure rather than combining it with lecturing. This is because the result of the study revealed that there is no effective supervision of instruction by heads of department.
4. Lecturers of business teacher education should not be bias in determining the criteria for appointing heads of department. In a sensitive issue such as this, personal/gender interest should not come to play.
5. Heads of department of business teacher education in the urban based colleges of education should as much as possible reduce their administrative workloads. This will enable them have enough time for supervision of instructions.



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IMPROVING THE QUALITY OF ACCOUNTING EDUCATION THROUGH STUDENT CENTRED APPROACH

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Abstract

Findings of educational research lead to the present advocacy for the paradigm shift from teacher centered to student centered pedagogy. By shifting to Students' Centred Learning the quality of accounting education students' will improve, especially in terms of greater motivation, a better retention of knowledge, increase in learning skills and a deeper understanding of the subjects taught. This paper therefore presents the concepts of accounting education, student-centred learning and constructivism theory of learning. It discussed the types and benefits of student-centred learning as well as challenges of implementing student-centred learning. In conclusion, active student engagement is seen by several educationalists as an essential ingredient to the development of lifelong learning skills. It was recommended among others that Colleges of education should invest more in training accounting education lecturers in student-centred learning as the new pedagogy is required to fulfill the requirements of the labour market to deliver competent students.

Keywords: Constructivism learning theory, Student-centred approach, Accounting Education

Introduction

The constructivist approach to teaching and learning has introduced a revolution to the process of teachings by advocating that learners should be responsible for what and how they learn instead of being at the mercy of lecturers. Their claim is predicated on the fact that learners learn better when they participate in the process through activity and play which are central to the promotion of learning. According to Kolawale (2017), research findings have shown that the traditional lecture method did not adequately engage students and made it difficult for students to grasp and put into practice what they are learning. They recommended a change to student centred approach to learning because it was more effective methodology of learning. Similarly, having the teacher provide all the materials to the passive student is the old



paradigm. The new paradigm is to actively engage students with the materials and one another. Learning is most effective when student involvement, participation and interaction is maximized.

The paradigm shift from teacher centred, where the teacher is the sole controller of teaching and learning activities to the student centred, where learners are involved, has a worldwide advocacy for its practice at all levels of education. Therefore, in an effort to improve the quality of education, Nigeria is in the process of making a transition from teacher centred to student centred mode of education. It therefore becomes pertinent to focus attention on its colleges of education system, a preparatory level for its future teachers.

Nigerian Accounting Education is mainly dominated by the traditional teacher centred approach where learners attend classes as passive observers and recipients of what they are taught. The lecturer uses lecture method in explaining the Accounting concepts, giving them examples and exercises from the prescribed textbook. In many cases, the students were not given opportunity to give their inputs that will enhance the skills that they need in an Accounting career.

In general, the workplace requires people who are problem solvers and team players; who are familiar with the latest developments in technology, who are creative and good communicators and who can adapt well to change. Accounting education should prepare learners for careers by developing the following skills as outlined by (Green, Calderon, Gabbi & Habbegger 1999):

- Technical skills.
- Communication skills.
- Team work and interpersonal skills
- Decision making and problem solving skills.
- Technology skills and
- Critical thinking skills

Therefore, the new trending accounting education is moving from the existing traditional teacher centred approach to a student centred approach. There are several student centred approaches that can be followed in accounting education which includes inquiry learning, concept checks, just-in-time teaching, role plays, group discussions, problem solving, case studies, cooperative learning and other techniques that can actively involves students in the learning process. According to DeWet & Van Niekerk (2001) student centeredness involves innovative approaches to accounting education such as making use of computer assisted instruction, developing learner centred material and the restructuring of the classroom situation.

A lot of reasons can be advanced for the reluctance of accounting educators to shift



from the traditional lecture-based to the new method of teaching. Such approaches are potentially more time consuming and may require greater commitment, lack of adequate materials, room layouts and staff training; and a resistance on the part of students to take responsibility for their own learning.

Kolawale (2017), emphasized that learners need to be engaged actively in the learning process and that their learning must be supported and monitored explicitly because learning becomes meaningful when it is centred on the learner and helps them to have better understanding of professional content knowledge, skills and attitude. Therefore, teachers should demonstrate greater understanding of how they can adopt approaches and strategies that will put the students at the centre of their learning by using strategies that will make it possible and using appropriate assessment strategies. It is against this background that this paper looks at how student centred approach improves the quality of accounting education students learning.

Concept of Accounting Education

Accounting education is an aspect of business education programme which consists of total activities that is planned, organised and evaluated to prepare the recipient to meet the technical and economic needs of complex society (Ezemoyih & Okike, 2015). Accounting education helps in the acquisition of practical skills, knowledge, attitudes, values and competencies towards solving problems and satisfaction of real needs in life (Ubulom & Ogwunte, 2017). According to Onu (2011) accounting education refers to all practices and principles applied in transmitting accounting concepts to a learner. Ehiamentalor (1990) defined accounting education as “a programme which aims at inculcating in the students' abilities like management of personal finance, making national economic choice, investing wisely both in consumable and non-immediate items and reconciling ones assets and liabilities”. His position on the use of accounting tends to reiterate the vocational use of accounting preparation of graduates for job employment within a wide range of business career and more especially management of personal finance and resources. Accounting education therefore prepare individuals for advancing into the business world to function intelligently as employees or employers and as keeper of financial records, who can cope with possible challenges and changes in future developments.

For accounting education students to cope with possible challenges in future developments, there is need for change to constructivism learning theory as the new pedagogy is required to fulfill the requirements of the labour market to deliver competent students.



Constructivism Theory

This study is guided by constructivism theory. Koohang, Riley, Smith, & Schreurs, (2009), define constructivism learning theory as “active construction of new knowledge, based on learner's prior experience”. Constructivism theory is the learning concept in which learners construct their own knowledge through their personal experience. Learners are encouraged to engage effectively in the organised learning activities so that they will explore, discuss, negotiate, collaborate, cooperate, investigate, and solve real life problems in social learning environment. The concept of constructivist learning can be organised in four core features: knowledge construction which refers to how learners interpret new information using knowledge and experience they already have. The second feature is cooperative learning in which learners, teachers, and external experts of the study-domain contribute to the construction of knowledge through social interactions. The third feature is self-regulation which includes setting learning objectives, self-observation, self-assessment, and self-reinforcement, is believed that it has a great influence on learning outcomes and learners' performance. Finally, in constructivism learning, learning process has to include real life situations. Problem solving develops critical thinking skills and prepares the learners for professional work environment (Loyens & Gijbels, 2008).

Conceptualizing Student Centred Learning (SCL) Approach

Student centred approaches are pedagogical practices that “move the focus from the teacher and instruction to the student and learning”. In this way, learner-centred approaches focus on the role of the student as an active participant in the process of the teaching and learning. Chiphiko & Shawa, (2014) argued that the pedagogic shift from the traditional teacher centred approach, in which the emphasis is on teachers and what they teach, to a student centred approach, in which the emphasis is on students and what they learn, requires a fundamental change in the role of the educator from that of a didactic teacher to that of a facilitator of learning.

Student centred usually refers to forms of instruction that give students opportunities to lead learning activities, participate more actively in discussions, design their own learning projects, explore topics that interest them, and generally contribute to the design of their own course of study. Moreover, student centred instruction is often associated with classrooms that feature desks arranged in circles or small groups (rather than rows of desks that face the teacher), with “self-guided” or “self-paced” learning, or with learning experiences that occur outside of traditional classroom



settings or school buildings, such as creative dramatics class, interactive method of teaching, independent research projects, travel experiences, community service projects etc.

The term student centred learning most likely arose in response to educational decisions that did not fully consider what students needed to know or what methods would be most effective in facilitating learning for individual students or groups of students. Thus advocates of student-centred learning challenge or overturn many common organizational or instructional tendencies in schools by making student learning the primary objective; i.e., all considerations that do not in some way improve or facilitate student learning would become secondary (or lower) in importance. The basic rationale is that schools should be designed to enhance student learning, not improve organizational efficiency.

Kolawale (2017) explains that in student centred learning pedagogy, the student becomes more actively involved in the learning process through acts of doing, being and critically reflecting than in traditional didactic learning approach that is more centred around the passive act of knowing. Student centred method of teaching is a technique that the teacher adopts to emphasize the teacher's method of teaching using activity in which students participate with a view to bring about efficient learning.

From literature, one needs to know that student centred approach is a situation where by the teacher through activities involving the students thorough participation in many activities bring about efficient learning experiences. It is a strategy where the student is actively involved both mentally, physically and emotionally in the learning process. The purpose of student centred learning strategies is to get the students involved in problem solving in a socially relevant environment where the teacher is a facilitator. Student centred approach to learning, according to research findings is based on some principles among which are making learning experimental, fostering the acquisition of social skills through the opportunities that learners have to work cooperatively and collaboratively together (Kolawale, 2017). It encourages the relationship of work and play and promotes creativity in individual learners who bring out their best in meeting group tasks in the learning situation. In order to make student centred approach to learning possible, there is the need to demarcate the roles of both teachers and students. The table below is an attempt at reflecting what is available in literature on the changing role of the teacher and students. Column A contains teachers' role while B contain the role of students.



Table 1. Teacher and Student roles

A	B
Suggested role of a teacher (Lecturer)	Some suggested role of a student
A planner, an organiser, a coordinator, an evaluator	Active participation
Facilitator	Collaboration with others and active player
Decision making	Discussant and researcher
Knowledge imparter	Confident and well prepared
Adviser/counsellor/guidance	Agent of change, respondents
Disciplinarian/rule enforcer	Willing collaborator/demonstrator
Time keeper/evaluator	Diligent, hardworking, absorbing/enthusiastic/ willing to internalises and implement

Kolawale, (2017)

Student centred strategies expect the teacher to recreate the teaching and learning environment and to deliberately change his role (role-reversal). Teachers should change their roles from being the only one that matters in the teaching and learning situation to being the one that watches, listens, observes and gives clarifications when the students, through the activation of their prior knowledge, learn by doing, get busy carrying out activities and recreating meaning, knowledge and processing information. Summarily, some of the important point on the student centred learning include the following (as cited in O'Neill & McMahon, 2005):

- the reliance on active rather than passive learning,
- an emphasis on deep learning and understanding,
- increased responsibility and accountability on the part of the student,
- an increased sense of autonomy in the learner
- an interdependence between teacher and learner,
- mutual respect within the learner teacher relationship, and
- Reflexive approach to the teaching and learning process on the part of both teacher and learner.'

Types of Students-Centred Learning Activities

Students-centred learning activities include inquiry-based learning, case-based instruction, problem-based learning, Peer-assisted learning, project based learning, discovery learning, concept checks and just-in-time teaching.

Inquiry Learning: Inquiry learning uses active learning to develop experimental and analytical skills rather than fundamental knowledge. The pedagogical aim behind these activities is to encourage students to progressively construct personalised knowledge and understanding by building upon previous knowledge through the exploration of data models, and by seeking additional information. In



inquiry learning, teaching begins with question-driven inquiry as opposed to declarative knowledge. This is in contrast to traditional pedagogies where teaching is telling, knowledge is facts and learning is recall. In most cases, students are encouraged to work together in teams to examine data or explore models (Plush & Kehrwald, 2014).

Problem-based Learning: With problem-based learning students learn by tackling relevant problems. Students who are confronted with a problem experience a need to know something and must learn to develop the means for finding out how to tackle and resolve the problem. Problems are assigned as group tasks as such much cooperation and interaction occurs: the students share (mis)understandings, divide up the learning, brief each other, and come to learn more about themselves and others. Through problem-based approaches students learn to become self-reliant and develop independent modes of learning (Adler & Milne 1997).

Peer-assisted Learning: Peer-assisted learning encourages students to exchange ideas with peers and allowing them to determine what, when, and how they learn in formal as well as informal settings. Although it can take various forms (e.g. senior students mentoring juniors, self-help groups, student-led seminars), peer-assisted learning basically involves students teaching other students. From having to teach others, not only do the students gain a deep understanding of the course content, they also gain enormous confidence and acquire valuable organizational, interpersonal and communication skills (Adler & Milne 1997).

Concept Checks: Concept checks are used to enhance the traditional lecture or tutorial. They help shift focus from what the teacher presents to what students take in, engage with and understand. The technique involves asking questions at the end of a topic and allowing the students to respond as part of the class. Often the response process includes an opportunity for students to discuss their answers and refine their understanding through a process of explanation and negotiation. This is followed by a class discussion around the qualities of student responses. During this process, concepts can be revised or re-explained where required. This type of activity allows both the academic and the student to check understanding of material, and encourages students to participate in the learning by testing their newly acquired knowledge. Feedback is provided to both students and teachers: students get immediate feedback on their current understanding, and teachers get feedback on misconceptions and other issues that are affecting student understanding. This effectively allows an academic to tailor each lesson to a particular student cohort's abilities and knowledge (Plush & Kehrwald, 2014).



Just-in-time Teaching: This technique involves the use of online activities in the form of short-answer and multiple-choice questions that students are required to complete just prior to attendance at a lecture. Ideally, the questions should encourage students to read and engage with resources and focus on understanding concepts. The lecturer then views the responses "just in time" to inform the selection and presentation of lecture material based on the students' responses. The questions can be designed either to review previous material, which creates the potential to identify misconceptions that can then be addressed in the lecture, or as a "warm-up" for the upcoming lecture, from which the lecturer can tailor the session to suit the students' existing knowledge (Plush & Kehrwald, 2014).

Benefits of Students Centred Learning

Plush & Kehrwald (2014), highlighted a number of educational benefits of students-centred learning which includes the following:

- Increased knowledge retention through engagement and enhanced student-student interactions. Students who develop their own understanding and theories by investigating data and relating it back to what they already know show enhanced knowledge retention, in contrast to students who are told the meaning of theories.
- Improved problem-solving skills where knowledge is constructed in patterns and not independently. The development of higher-order thinking skills and problem solving abilities, which result from the recognition of patterns are vital for research
- Knowledge is developed in a manner similar to how research is conducted, rather than in isolated topics
- the ability to access information and apply it to solve problems,
- it allows the teacher to understand how the learning backgrounds of student influence their current learning and learning is enhanced when students can connect what they are learning with what they already know
- Breaking up the lecture can extend student concentration
- Students can demonstrate comprehension, which can increase confidence in a topic
- Students receive immediate feedback on their understanding of concepts
- Students are encouraged to read material ahead of time
- Misconceptions in learning are highlighted regularly



Challenges of Implementing Student-Centred Approach

The challenges of student centred approach implementation have been identified by Anyanwu & Iwuamadi, (2015) as follows:

Challenges of Low Level of Pedagogical Understanding among Educators

A large proportion of accounting education lecturers, though highly certified in their subject area do not possess the requisite pedagogical content knowledge to drive the students' learning in the right direction because they do not have the understanding of how to teach content with the appropriate methods especially those aligned with student centred pedagogy. This situation resulted to the continued use of lecture as a method of teaching where lecturers ask fact-based questions and rarely model participatory methods as practiced in student centred learning. As a result of this, students rarely experience the student centred approaches taught by those lecturers.

Challenges of Large Class Sizes

Large class sizes make it difficult for effective teaching and learning as it can have negative impact on instructional time and classroom management which are important and related aspects of classroom teaching. This is because a large class might become rowdy, and instructional time would be wasted in controlling undesirable student activities. Not only this, large class sizes contradict the principles of student centred teaching and learning as they restrict the use of certain active learning strategies like group discussion where a class is too large for the strategy. A variety of active learning strategies can be employed in small classes, but the same cannot apply in large classes as that will impose a lot of physical and logistic constraint on the activities of the lecturer.

Consequently large class sizes constitute a challenge to accounting education lecturers in coming up with good seating arrangement. The seating arrangement may not permit all students to interact with their lecturers and among themselves. Interaction among students in collaborative and cooperative activities like in group work becomes difficult to take place. These situations clearly militate against proper use of appropriate student centred approaches that promote interaction.

Challenges of the Curriculum Demands

The nature of the curriculum which is structured in accounting education requires content coverage in a specific time and for a specific end examination. Much time is required to create activities for active learning, and so not much of the content can be covered within the available time frame before the examination. This inconsistency



in the pedagogy of student centred learning with content coverage and a demand of examination constitutes a challenge to the implementation of student centred learning approach.

Challenges of Internet Connectivity and Inadequate Electricity

Another challenge of student centred approach implementation in Nigeria is poor internet connectivity and inadequate electricity supply required to power the relevant electronic equipment needed for teaching and learning. This condition limits the use of active learning resources such as computer assisted learning packages and more.

Challenges of Inadequate Teaching and Learning Resources

To effectively connect learning to experience, teachers require teaching and learning resources and pedagogic skills. In a survey conducted in Malawi on implementing learner centred approaches to instruction in primary schools by Chipshiko & Shawa (2014) observed that teachers fail to connect lessons to students' everyday life as well as fail to stimulate students' interest in the lessons and arouse their curiosity to learn due to inadequate teaching and learning resources and lack of teachers creativity, resourcefulness and pedagogic (teaching) knowledge. Teachers revert to use of teacher-centred approaches when learning resources are not available and cannot be improvised, which is a major challenge.

Challenges of Students Resistance

Some students had difficulties adapting themselves to the new role of being an active learner that came along with Students' Centred Learning. According to Felder and Brent (1996), some resistance is to be anticipated when introducing SCL since its benefits are neither immediate nor automatic.

Conclusion

Conclusively, there has been advocacy for the paradigm shift from teacher centered to student centered pedagogy. Thus, shifting to Students' Centred Learning the quality of accounting education students' will increase, especially in terms of greater motivation, a better retention of knowledge, increase in learning skills and a deeper understanding of the subjects taught. This is in accordance with the findings of (Muianga, Klomsri, Tedre & Mutimucuo, 2018). Consequently, accounting educators should ensure that they provide students with opportunities to develop organizational skills, interpersonal skills, communication skills, team-players, decision makers and problem solvers who have the ability to think critically, have



knowledge of the latest developments in technology and are prepared for a career in accounting education.

Recommendations

1. The students-centred learning approach should be promoted and implemented into the colleges of education practice.
2. The curriculum should be restructured to develop guidelines for creating student centered learning courses in order to identify and describe the learning outcome and to identify the appropriate teaching, learning and assessment techniques.
3. Colleges of education should invest more in training accounting education lecturers in students-centred learning to improve their pedagogical competences, as the new pedagogy is required to fulfil the requirements of the labour market to deliver competent students.
4. Federal/State Governments and Tertiary Education Trust Funds (TETFUND) should provide necessary equipment and facilities in our colleges of education to address the issue of large class sizes for effective teaching and learning of accounting education. Moreover, colleges of education should recruit adequate number of qualified teachers to match the ever growing student enrolment in order to maintain lecturer/student ratio of 1:20 for skilled subjects like accounting.
5. Federal/State Governments should redress the issue of adequacy of instructional materials by allocating more funds for the provision of instructional materials.
6. Relevant Information and Communications Technology (ICT) infrastructure should be put in place by the various respective agencies such as Nigeria Communication Commission (NCC), National Information Technology Development Agency (NITDA) etc. This will facilitate the application of instructional packages and on-line information sourcing as needed. Additionally, the electricity distribution companies (DISCOs) and the Federal Government should provide a steady supply of electricity needed to power the instructional equipment.
7. Professional bodies such as Association of Business Educators of Nigeria (ABEN), Business Educators Association in Vocational Education (BEAVE) etc. should organize seminars, workshops and in-house training for lecturers in the use of student-centered approaches in teaching accounting education.



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EVALUATION OF OTM GRADUATES' JOB PERFORMANCE IN SELECTED GOVERNMENT ESTABLISHMENTS IN DELTA STATE

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Abstract

The study sought to evaluate adequacy of job performance of Office Technology and Management graduates' employees in Delta State government establishments. The study adopted descriptive survey design. Two research questions were raised to guide the study while one null hypothesis was tested at 0.05 level of significance. The entire population of 169 supervisors who supervised secretaries in Delta State Government establishments was used for the study. Data were collected for the study through the administration of validated questionnaire on the respondents. The test re-test method was used to determine the reliability of the instrument, which stood at 0.86 using Pearson Product Moment correlation. The mean statistics was used to answer the research questions while z-test statistics was used to test the hypothesis. The findings of the study reveals that the job performance of the OTM graduates is adequate in managerial functions and information and technology functions. Based on the findings of the study, conclusions was done and useful recommendations made towards improving the job performance of secretaries in the government establishments

Keywords: *Supervisors, Directors and Permanent Secretaries, Evaluation, Job Performance, Office Technology and Management Graduates*

Introduction

For decades, the world has experienced technological changes in both business and office activities. Many government and private sector offices, are fast adapting to modern technologies. This, seems to be one of the most viable ways to survive the industrial and group competitions as well as the evolving global technological culture. Many organizations make use of new technologies to handle people, coordinate activities, and evaluate performance directed towards organizational



goals and objectives. Information technology has affected many professions in recent times. The roles of secretarial professionals have been turned around by technology. It has provided the tools that shift the role of secretaries from that of information recorders to business strategists (Adedoyin 2010, Appiah and Emeh 2011). New technology has enabled people to create new things and conversely, many scientific endeavors are made possible by technologies which assist human to travel to places they could not previously reach, and by scientific instrument by which we study nature than our natural senses. One office employees that constantly use this ever-changing technology in the office is the office technology and management graduate who is expected to handle numerous office functions related to information processing.

Hannah in Afeidia (2010), defines a secretary as an assistant to an executive possessing mastery of office skill and ability to assume responsibilities without direct supervision, who displays initiative, exercises judgement and make decisions, within the scope of her ability. Also, Ejeka (2017), defines an office manager or a secretary as a member of staff who is concerned with the preparation, preservation and transmission of different types of office documents as well as conventional secretarial duties of confidential nature at various levels in an organization. This implies that a qualified secretary should possess basic office technology skills, have sufficient business acumen, be versatile in office information and communication technology and have sufficient knowledge of the operations of all departments within the organization where he/she works.

In view of the above, Office Technology and Management programme was designed to prepare the graduate for office works in public and private sector of the economy. On graduation, the graduates would occupy position such as confidential secretaries, office manager, personal assistants among others and be expected to perform office function of administration, personnel, record keeping, human relations and information and communication technology.

It is anticipated that the curriculum of OTM programme would equip the graduates sufficiently for office work. The training is also expected to create a harmonious working environment and relieve their executives their tedious duties. In most cases, the top executives rely on secretaries on personal and official correspondences, and



were relieve of pressure in office functions. The graduates of OTM programme are called secretaries or office managers. A professional secretary should be acquainted with all the competencies required in information and communication technology and be able to apply such knowledge in her duty performance in the office (Iro,2016). This is because the present digital work place demands practical knowledge of modern office machines which, according to Peters (2010), are more complex and sophisticated but facilitate secretarial duties in the office and make secretaries information managers and communication technologists and not just secretaries called with bell at intervals.

Arising from the above, it becomes pertinent for OTM graduates to be competent in the use of various electronic gadgets needed to function effectively in the modern office. Nevertheless, the mixture of modern equipment, people and procedure demands that the automated office be handled with changing styles as things change. Coordinating both human and material involvement of the new environment are all problems which the OTM graduates will have to contend with under the present dispensation. Hence, there is need to evaluate the job performance of office technology and management graduates.

Statement of the Problem

Office Technology and Management (OTM) formerly referred to as Secretarial Studies in Nigeria evolved out of the need to meet the technological and managerial demands of today's workplace, which was birthed out of the yearning of the secretaries in occupying not just the position of secretary but to be managers in organizations as well. The rapid growth and affordability of Information and Communication Technologies have also resulted to a change in the role of a secretary in today's workplace. The roles of secretaries are no longer limited to typing, taking shorthand dictations, answering of telephone calls and processing of mails, but are now expected to be skilled in usage of more sophisticated technologies that could make work easier.

Recently, some developments and innovations in technology have brought about a tremendous change in the office environment. Innovations in office technology demand greater responsibilities and improved performance from the secretary office manager. Government remains the highest employer of labour in Delta State with many secretaries of different levels in her ministries whose performance should positively contribute to the effectiveness of their ministries and the government.



However, this can only happen if the OTM graduates are effective and efficient in their work performance. It is important to note that efforts to improve the training of secretaries to meet the demands of office automation in many government offices have not met success as wide gaps still exist between the present knowledge of secretaries and the knowledge required of them to operate effectively in a modern office (Isifeh-Okpokwu, 2003). Similarly, Iro (2012) noted that at times, executives complain of missing documents; delays in retrieving files/stored documents rudeness to the visitors by their secretaries, inability to compose secretaries routine correspondence, take minutes of meeting etcetera.

In view of the fact that evidence of the evaluation of performance of the functions of OTM graduate employees is difficult to come by in government establishments, here is need to ascertain empirically the actual level of job performance of OTM graduates in government establishments in Delta State, Hence the study on the evaluation of job performance of office technology and management graduates in government establishments in Delta State to reveal their deficiencies and facilitate their retraining for enhanced performance.

Purpose of the Study

The major purpose of this study was to evaluate how adequate supervisors consider OTM graduates' job performance in the following areas:

1. Managerial functions
2. Information and communication technology functions.

Research Questions

The following research questions guided the study:

1. How adequate do supervisors rate the job performance of OTM graduate employees on managerial functions in government ministries in Delta State?
2. How adequate do supervisors rate the job performance of OTM graduate employees on information and communication technology functions in government establishments in Delta State?

Hypothesis

- H_0 : There is no statistically significant difference between the mean ratings of male and female supervisors on adequacy of OTM graduates' job performance in government establishments in Delta State.



Methods

The study utilized descriptive survey research design in conducting the study. The population and sample of the study comprised of Directors and Permanent Secretaries in Delta State government establishments. The instrument for data collection was a 20 item structured questionnaire based on the research questions and hypothesis. The whole population of 169 was used hence; there was no need for sampling. The population of this study comprised 169 Directors' and Permanent Secretaries in Delta State establishment made up of 140 Directors' and 29 Permanent Secretaries in each of the 59 ministries and non-ministerial departments in State (Delta State Scheme of Service, 2019).

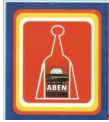
The instrument was structured to elicit information from the appraisal of respondents on a 4 point rating scale as follows:

Very Adequate (VA)	4
Adequate (A)	3
Barely Adequate (BA)	2
Not Adequate (NA)	1

The instrument was content validated by three experts in Department of Vocational Education, University of Benin, Edo State. Their comments and useful suggestions were taken into consideration in drafting the final copy of the instrument. The test-retest method was used to determine the reliability of the instrument.

The questionnaire was administered to ten directors in government ministries outside their area of study. After an interval of two weeks, the same instrument was administered to the same set of respondents. The scores obtained was correlated using Pearson Product Moment Correlation Formula which yielded a liability coefficient of 0.86. The result was considered high enough to consider the instrument reliable. A total of 169 copies of questionnaire were administered by the researcher and two research assistants, and 162 copies were retrieved and used for analysis. The research questions were analysed using the mean and standard deviation while z-test statistical tool was used for the hypothesis.

The Decision Rule is: Any item with a mean rating that is equal to or greater than 2.5 was considered 'Adequate' while any item with a mean rating that is less than 2.5 was considered 'barely adequate'. The decision rule with respect to hypothesis was reject when Z-calculated is greater than or equal to critical value or otherwise, accept.



Presentation of Data

The results of the study were presented in tables according to research questions while the test of hypothesis was presented in Table 3.

Research Question 1

How adequate do supervisors rate the job performance of OTM graduate employees on Managerial functions in government establishments in Delta State?

Table 1: Respondents' Mean Rating on OTM Graduates' Job Performance in Managerial Functions (N=162)

S/N	Managerial Functions	Mean	Remark
1.	Ability to lead a team	2.60	Adequate
2.	Ability to encourage others to express themselves freely	3.53	Adequate
3.	Inspires others to achieve their goals	3.34	Adequate
4.	Categorize meetings appropriately	2.61	Adequate
5.	Run effective and productive meeting	2.05	Barely Adequate
6.	Listen and respect opinion of others when deliberating in a team	3.60	Adequate
7.	Work with people of different ethnic group, tribe and religion	3.55	Adequate
8.	Handle stress with transferring mood to others	3.00	Adequate
9.	Keep records of committee reports	3.20	Adequate
10.	Engage people or team members in difficult conversation	3.00	Adequate
Grand Mean		3.05	Adequate

The data in Table1 reveals supervisors' views on the job performance of office technology and management graduate employees in Delta State government establishments. Apart from encouraging others to express themselves freely and inspiring others to achieve their goal, the respondents were of the opinion that the job performance of OTM graduates employees is adequate in terms of opinions, meetings appropriately, running effective and productive meeting, listening and respecting opinions of others when deliberating in a team, working with people of different ethnic group tribe and religion, handling stress without transferring mood to others, keeps records of committee reports, engaging people or team in difficult conversation.

The grand mean of 3.05 shows that the respondents agreed that the job performance of OTM graduates employees in government establishments in Delta State is adequate.

Table2: Respondents' Mean Rating on OTM Graduates' job Performance in Information and Communication Technology Functions (N=162)

S/N	Information Technology Functions	Mean	Remark
11.	Assess and navigate the computer	2.60	Adequate
12.	Creating word processing documents	3.53	Adequate
13.	Prepare slide show using Microsoft power point	3.64	Adequate
14.	Use Microsoft Excel to analyse information	2.63	Adequate
15.	Paginating documents	3.05	Adequate
16.	Prints documents	2.60	Adequate
17.	Make simple designs and flyers, memos on Microsoft outlook	2.55	Adequate
18.	Manage files and folders effectively	3.00	Adequate
19.	Organise emails, contacts, schedules using Microsoft outlook	3.20	Adequate
20.	Online video conferencing using skype	3.00	Adequate
Grand Mean		2.98	Adequate

Table 3 reveals Directors and Permanent Secretaries evaluation of OTM graduates' job performance in information and communication technology functions in Delta State government establishments. All the items in this section received mean rating greater than 2.50. The cluster mean of 2.98 indicates that the respondents agreed that the job performance of OTM graduates' Delta State Government establishments is adequate in terms of information and communication technology functions.

Test of Hypothesis

Table3: The z-test Analysis of Mean Ratings of Male and Female Respondents on Adequacy of OTM Graduates' Job Performance

Gender	N	X	S	z-cal	á	Df	z-crit	Remark
Male	89	62.52	0.28	1.41	0.05	160	1.96	Retained
Female	63	70.41	0.34					

Table 3, shows z-test analysis of responses of male and female supervisors on the adequacy of OTM graduates' job performance in Delta State Government establishments with mean scores of 62.52 and 70.4 respectively. The z-calculated value of 1.41 is less than the z-tabulated value of 1.96 at 160 degree of freedom and 0.05 level of significance. Therefore, the null hypothesis is retained which implies that, there is no statistically significant difference between the mean ratings of male and female supervisors on the adequacy of OTM graduates' job performance in Delta State government establishments.



Discussion of Findings

The findings of this study showed that the job performance of OTM graduate employees in Delta State government establishments is adequate in the area of managerial functions. This result is in line with the position of Igbiji (2017), which states that secretaries have the ability to handle and manage time, human and material resources under her control. The New Age Encyclopedia (1991) also stated that the functions of a secretary are among others, coordinating office procedures, keeping the secrets of the organisation in confidence, supervision of junior colleagues, performing delegated managerial functions; like replying to engagements and applications

The result in Table 2 shows Supervisor's evaluation of OTM graduates' employees' job performance in Delta State government establishments with respect to information and communication technology functions. The result revealed that OTM graduates' employees' job performance is also adequate in terms of creating word processing documents, navigating the computer, using Microsoft Excel to analyse information and calculations, managing files and folder effectively, designing simple flyers and memos, sending and receiving emails with attachment.

The result is supported by Duniyain, Okoro and Ndinechi (2013) who found that information processing function are required in the electronic office. This is because information, being the bedrock of office functions was rated high in the frequency table. {The importance of}Acquiring professional and up to date skills in this area of office technology cannot be overemphasized considering its importance. Information and communication technology competencies just like other sphere of life have actually had impact on the modern office due to the rapid change that the office is undergoing. Similarly, the finding agreed with Yakubu in Okoro (2018) who posited that emphasis on secretarial training in this 21st century has changed from shorthand to information and communication technology. Therefore, the revolution of information technology currently sweeping through all facets of human endeavor must be adequately woven into curriculum to meet the expectation of employers of OTM graduate workers.

Conclusion

Based on the result of the study, it is concluded that the job performance of office technology and management graduates' employees in Delta State government



establishments is adequate in terms of managerial function and information and communication technology function. It therefore means that the objectives of office technology and management programme which is to produce graduates who can fit properly into the office of any organization and perform professionally, is being achieved.

Recommendations

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

1. The academic board of various polytechnics in Nigeria should ensure that the quality of training and education in Office Technology and Management programme is sustained so that the quality of graduates produced do not fall below the required standard specified by NBTE and expected by employers of labour. This can be achieved when lecturers in the department are properly supervised to ensure that they maintain the standard enshrined by the NBTE particularly 25% theory and 75% practical for all information and communication technology courses.
2. NBTE should continue to emphasize adequacy of physical facilities and equipment in office technology and management programme. Any OTM programme without adequate number of functional facilities and equipment should be asked to provide it for accreditation to be granted.
3. Industrial organizations being one of the major beneficiaries of the products of polytechnics should be made to realize that it is part of their cooperate social responsibility to help polytechnics in producing highly skilled manpower by providing funds, technical support and instructional materials such as ICT facilities to polytechnics.

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BUSINESS/INDUSTRY AND UNIVERSITY COLLABORATION: A PANACEA FOR QUALITY GRADUATES

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Abstract

The study examined business/industry and university collaboration as a panacea for quality graduates in Bayelsa State. The study adopted survey research design and was guided by one research question and one null hypothesis. The population comprised 162 registered entrepreneurs in Bayelsa State as the operators of the SME business/industry. The instrument for data collection was a structured questionnaire containing 12 items and structured on a four point response scale of strongly agree (SA), Agreed (A) Disagree (D) and Strongly Disagreed (SD). Mean and standard deviation were used to analyze data relating to the research question while t-test statistic was used to test null hypothesis at 0.05 level of significant. The findings indicate that business/industry and university collaborations enhance quality graduates for industrial productivity in Bayelsa State. Based on the findings of this study, it was recommended amongst others that universities should embark on aggressive drive in partnering with industries in a way that will make such industries to fund research in their production lines. Universities can as well boost the employability profile of their graduates through work related training through solid industrial attachment.

Key words: Business, Industry, University, Collaboration.

Introduction

Linkages between business/industries and universities is a major source of contribution to quality education training programmes. Such collaboration is critical for skills development (education and training); the generation, acquisition and adoption of knowledge (innovation and technology transfer) and the promotion of entrepreneurship (start-ups and spin-offs). University industry linkages have significantly one of the most important agenda of higher education policy-making as well as economic development of any nation. Considering knowledge intensive economics, the importance of higher institutions of learning as strategic actors in



both national and regional economic development cannot be under-estimated given their potential to upgrade skills and knowledge of the labour force and contribute towards producing and processing innovation through technology transfer (Esham, 2008).

The success of businesses and industries in an increasingly competitive world market is contingent upon skilled personnel, who learn, grow and adapt to the changing markets and technologies. Industrialization can only survive through quality educational programme. Through collaborations, universities have grown to become catalysts in the growth of nations, for their roles are not only confined to human capital development but also in technology transfer, research and development, and innovation. Universities play crucial role in achieving economic growth in today's knowledge based societies through collaborating with business/industries (Pineiro, 2015).

Through interactions or linkages, businesses organizations stand to benefit from highly qualified human resources such as researchers or students (Myoken, 2013). Business organization gain access to technology and knowledge (Barnes, 2009) and they make use of research infrastructure (Ankrah & AL Tabbaa, 2015). Universities, in return, benefit from additional funding provided, from access to industry equipment or from licensing or patenting (Barnes, 2009). For these benefits to be achieved and sustained the universities have three major roles to play. Firstly, the universities undertake a general process of scientific research and thereby affect the technological frontier of industries at the long run. Secondly, the universities partly produce knowledge which is directly applied in industrial production (prototypes, new processes among others). Thirdly, universities provide major inputs for industrial innovation processes in terms of human capital, either through the education of graduates who become industry researchers or through personnel mobility from universities to firms (Schartinger, 2009).

There are also many different types of collaborative ventures between industries/businesses and educational institutions. Greenberg (2011) identified six patterns of collaboration which included; cross training, cooperative work study, traditional, adult continuing education, shared facilities and the consultant pattern. According to Greenberg, the oldest and most common collaborative efforts between business/industry and education are co-operative work study programmes which make it possible for students to receive part of their education on the job where they can gain skills that are best learned with all the problems and constraints that are part of the private sector operation.



Another common example of such collaborative efforts is the cross training pattern, which utilizes a combination of industry and education personnel, facilities and curriculum. Cross training efforts permits both education and industry to pull their resources together. Higher institutions are well suited for the consultant pattern of collaboration, they are able to play to a pro-active role serving industry as technical expert and consultants in related education training and retraining while strengthening and enriching their teaching research programmes within the area of consultation.

Quality graduates are possible through exposure to industrial attachment as part of collaborative pattern between industry and education. Students will gain practical skills through on the job training with the use of industrial equipment, and facilities. Bramwell and Wolfe (2010) pointed out that universities have emerged as central actors in the knowledge based economy since they are increasingly viewed as key drivers of creativity and innovation and major agents of economic growth. The purpose of this collaboration among other things is to identify higher order skills needed by students for success in school and in the work place after graduation so as to inculcate same in the students.

According to Homma and Attalage (2008), another possibility through industry/university collaboration is the creation of opportunities in the productive sector. The essence of this collaboration is to enhance competence in order to tackle social and economic problems such as job creation and un-employment reduction.

Small and medium industries represent the spinal cord of the economy of any nation (Ramadan, 2011). Small and Medium industries have contributed reasonably towards employment, gross domestic product (GDP) and sustainable development of nations. Small scale industries have also contributed to income generation, increased productivity, encouraged the utilization of Local resources, development of technologies and provision of domestic linkages for rapid industrialization (Obitayo, 2005). Industries are found in different areas of economic life such as manufacturing, wholesaling, retailing and services. It is a fact that the SMEs stimulate indigenous entrepreneurship, enhance greater employment opportunities, reduce rural-urban migration, increase the standard of living of average Nigerians as well as promote the development of local technology (Ayozie and Latinwo, 2010). Through the businesses/industries and higher education collaboration, the industries receive qualified human resources such as researchers or students, get access to technology and knowledge, and having the opportunities of using research



infrastructure (Ankrah & Al-Tabbaa, 2015). In the operations of small and medium scale industries, the environment is very important. Generally, there are urban and rural locations in Bayelsa State. According to Chanthima (2010), entrepreneurs are highly influenced by the environment of their operations. The environmental factors that can influence and motivate their decision-making processes include; socio-psychological factors, culture, religion, personality and family.

The interaction or linkage between businesses/industries and universities is very weak in Africa including Nigeria and do not produce the skill assets needed for industrial productivity leading to low absorption level by available industries. Thus, there is a mismatch between industry needs and university output. Adejola and Olufunmilayo (2009) reported in their work that about 80% of the graduates find it difficult to get employment. Despite this observation, much has not been done in trying to bring collaboration between entrepreneurs in the industry and the universities institutions. Collaboration brings an assurance of good knowledge transfer activities between industry and institution (Salimaki, 2011), opens the door to teaching, learning and employability opportunities with industry and faculties understand the expectations of industry workforce development (Abhijet, 2014). Adeyemo (2011) revealed that the problem of graduate un-employment is traceable to the disequilibrium between labour market requirements and lack of essential employable skills on the part of Nigerian graduates. The graduates are not employable due to gaps in industry.

Research Question

The following research question guided the study.

1. What are the business/industry and university collaborative activities that enhance quality graduates for industrial productivity?

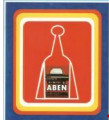
Hypothesis

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

H₀₁: There is no significant difference in the mean responses of urban and rural SMEs operators regarding business/industry and university collaborations that enhance quality graduates for industrial productivity.

Method

The study adopted survey research design because the study relied on the use of questionnaire to elicit the opinions of respondents. The study was carried out in



Bayelsa State. The population comprised 162 registered SMEs operators. The entire population was studied because of its manageable size. Thus, there was no sampling. The instrument for data collection was a validated questionnaire structured on a four-point rating scale of Strongly Agreed (SD), Agree (A), Disagree (D) and Strongly Disagree (SD). The reliability of the instrument was through a pilot test and data collected analyzed using Cronbach alpha which gave internal consistency of 0.69. Out of the 162 copies of the questionnaire administered to the respondents by the researcher and four research assistants, total of 155 copies (representing 95.7%) were correctly filled and used for data analysis. The data obtained were analyzed using mean scores and standard deviation to answer the research question while t-test statistics was used to test the hypothesis at 0.05 level of significance. The item-by-item decision relative to the questionnaire items was based on the real limit of numbers. Any item with a mean of 2.50 and above was accepted as enhance quality while any item with mean less than 2.50 was not regarded as enhance quality. The null hypothesis will be accepted when the t-calculated value is less than the t-critical value and/or will be rejected when the t-calculated value is equal or greater than the t-critical value.

Results

Research Question

What are the businesses/industry and university collaborative activities that enhance quality graduates for industrial productivity?

Table 1: Mean Ratings of the Responses of Respondents on Business/Industrial and University Collaborative Activities that Enhance Quality Graduates for Industrial Productivity (n = 155)

S/N	Collaborative activities	$\bar{X}$	SD	Remarks
1.	The creation of opportunities for students attachment	3.33	0.48	EQ
2.	The establishment of students corporate placement	3.56	0.58	EQ
3.	The provision for students' research project	3.67	0.47	EQ
4.	The introduction of knowledge transfer	3.64	0.52	EQ
5.	The access to technology	3.65	0.47	EQ
6.	Provision of expensive research infrastructure	3.35	0.54	EQ
7.	Provision of industrial innovation	3.37	0.49	EQ
8.	Availability of personnel mobility	3.68	0.46	EQ
9.	Availability of cross training	3.40	0.60	EQ
10.	Adult continuing education	3.65	0.52	EQ
11.	Co-operative work study programme	3.58	0.53	EQ
12.	Provision of fund	3.29	0.70	EQ
	Grand mean	3.51	0.53	EQ

Note: $\bar{X}$ = mean, EQ = enhance quality, NEQ = not enhance quality



Data in Table 1 show that all the twelve items achieved the real limit number of 2.50 and above. This indicates that the respondents agreed that businesses/industry and higher education enhance quality graduates in Bayelsa State as perceived by the SMEs operators. The standard deviation of the twelve items range between 0.46 to 0.70. This indicates that the responses of the respondents are close to one another.

Hypothesis Testing

The null hypothesis was tested at 0.05 level of significance using t-test statistics.

H₀₁: There is no significant difference in the mean response of urban and rural SMEs operators regarding businesses/industry and university collaboration that enhance quality graduates for industrial productivity.

Table 2: *t-test Summary on the mean ratings of urban and rural SMES Operators regarding businesses/industry and university collaborations that enhance quality graduates for industrial productivity.*

S/N	No	$\bar{x}$	SD	t-cal	t-crit	Level of Sign	Remark
Urban	61	3.55	0.48	0.40	1.96	0.05	Accepted
Rural	94	3.46	0.52				

Data in Table 2 reveal that at 0.05 level of significance, the t-calculated is less than t-critical. The hypothesis therefore is accepted. This implies that, there is no significant difference in the mean responses of urban and rural SMEs operators regarding businesses/industry and university collaboration that enhances quality graduates for industrial productivity.

Discussion of Findings

The findings of the study revealed that various activities of businesses/industries and university collaborations enhance quality graduates for industrial productivity in Bayelsa State. The findings of the study indicated that businesses/industry and university collaboration have a greater role to play in facilitating the transition from school to the world of work, with a view to exposing graduates the industrial experience, especially in handling equipment and machinery which they are likely to meet after graduation. The findings revealed series of linkages that exist, through which industries engage in institutions in an attempt to facilitate the development of quality graduates that have employability skills. Collaborative efforts strengthen educational process of preparing graduates for employment in industry and related business organizations. The essence of collaboration is to ensure that students acquire the much needed specific occupational training skills, knowledge, attitude,



understanding in order to enhance quality in terms of skill competency, effectiveness and efficiency of graduates in various occupational fields. Ahmed, Abraham and Abdullah (2015) also agreed with the findings of this study where the authors found that business/industry and higher education is a means of contributing quality in teaching and learning for graduates employability skills which is vital to the survival of industry in an increasingly competitive world market.

Conclusion

In conclusion, it is very clear that institutions of higher learning have the responsibility of preparing professional graduates with employable skills capable of expanding labour market demand that can provide a platform for sustainable economic growth. One of the most crucial issues facing both industry and education, is to create a balance between the supply and demand in terms of graduates employability skills for quality that leads to industrial productivity.

Recommendation

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

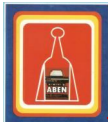
1. Universities should embark on aggressive drive in partnering with industries in a way that will make such industries to fund research in their production lines.
2. Universities can boost the employability profile of their graduates through work related training and solid industrial attachment.
3. There is need to bring in seasoned industrialist to participate in drawing up the curriculum of universities and teaching some practical courses on part time basis in Nigeria universities towards producing quality graduates.

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UTILIZATION OF MULTIPLE MODES OF ASSESSMENT STRATEGIES IN BUSINESS TEACHER EDUCATION PROGRAMME IN COLLEGES OF EDUCATION

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Abstract

This study was necessitated by the need to shift the status quo from the traditional assessment to more student-centred assessment strategies that would ensure effective assessment of students' learning in Business teacher education programme. Two research questions guided the study. Descriptive survey research design was employed for the study. The population consist of 262 business educators from the 10 Colleges of Education in South-south, Nigeria. The entire population was studied without sampling because the size was not too large. The instrument for data collection was a structured questionnaire titled "Utilization of Multiple Assessment Strategies in Business Teacher Education Programme" (QUMASBTEP). The questionnaire was divided into two clusters; A and B. Cluster A was structured on a five-point rating scale of very highly utilized (VHU), highly utilized (HU), moderately utilized (MU), lowly utilized (LU) and very lowly utilized (VLU) for research question one. Cluster B was structured on a five-point rating scale of very high extent (VHE), high extent (HE), moderate extent (ME), low extent (LE) and very low extent (VLE). Face validity of the instrument was established using the opinion of three experts. The internal consistency of the instrument was determined using Cronbach alpha formula and reliability coefficient values of 0.77 and 0.79 were obtained for the two clusters with an overall reliability coefficient value of 0.80. Out of the 262 copies of the instruments administered, 250 copies were retrieved and were used for data analysis. Data collected was analyzed using mean scores and standard deviation. Findings of the study revealed that multiple assessment strategies are moderately utilized in Business teacher education programme in Colleges of Education in South-south Nigeria. The study concluded that the level of utilization of multiple modes of assessment strategies in business teacher education programme in Colleges of Education in South-south, Nigeria is not adequate. Based on the findings and conclusion, it was recommended among others that there should be training programmes and skill development for Business education lecturers that will encourage them to have the requisite skills, competences and exposure to be more proficient in the utilization of various multiple modes of assessment strategies in assessing their students' learning.

Keywords: Utilization, Multiple Assessment, Strategies, Business Teacher Education and Colleges of Education



Introduction

From the ancient societies to modern nations, one tool has proven most potent in the struggle for survival, growth and development; that tool is education. It is a tool in the promotion and sustenance of national development. The National Policy on Education (2013) states that education will continue to be highly rated in the national development plans, because education is considered the most important instrument of change as any fundamental change in the intellectual and social outlook of any society has to be preceded by an educational resolution; it is indeed, an instrument “per excellence” for effecting national development. Education is one concept that many scholars have grappled with its conceptualization. For instance, Dewey in Iyamu (2010) described education not only as the means through which a culture is transmitted, but also as the means through which it is transformed. Alumode (2013) on his own part described education as a means by which an individual acquires the many physical and psycho-spiritual capabilities demanded by socio-cultural environment within which one is groomed to live and function. It is a process of socialization by means of which the individual is taught those norms, values, attitudes and skills that are desirable in the society.

One thing is significant in the educational process, that is, the emphasis on culture and inherent values that need to be perpetuated for the survival and continuity of the society. Educational functions are therefore defined in relation to the cultural value system of the society as a reflection of the needs and aspirations that can be promoted through the educational process (Wokocha, 2013). The modern society is faced with complex and ever changing needs and problems that cannot be resolved through mere direct shared experience as was obtainable in the primitive societies (Stanley, 2014). There is need for a more dynamic and systematic approach to knowledge and human problems. Thus, the society must as a matter of fact look up to the school system to solve its problems. Tertiary institutions is one of the levels of education in Nigeria. It is essentially made up of the Universities, Polytechnics, and Colleges of Education. This paper focused on the Colleges of education as the bedrock of teacher educational training institution in Nigeria.

College of education is one aspect of tertiary institutions in Nigeria that is designed specifically to train and prepare students for the teaching profession. Onyesom and Okolocha (2013) noted that colleges of education provide exposure and learning for prospective teachers at the level of the Nigeria Certificate of Education (NCE) in instructional methodology/pedagogy and theories of instruction and curriculum. One of the objectives of tertiary institutions (including colleges of education) is the acquisition of both physical and intellectual skills, which will enable individuals to be self-reliant and useful members of the society. One of the teacher educational programme offered in the Colleges of education is Business Education.



Business teacher education is an educational programme designed to equip young people with necessary skills and competencies that would enable them engage in skill acquisition and productive livelihoods (Ezeani, 2014). Udoh (2010) described business education as a means by which an individual develops understanding and skills to be able to enter into the business world and become self-reliant. The National Commission for Colleges of Education (NCCE, 2012) highlighted the following as the objectives of business teacher education programme in Colleges of Education to include:

1. To produce well-qualified and competent NCE graduates in business subjects who will be able to teach business subjects in our secondary schools and other related educational institutions;
2. To produce NCE business teachers who will be able to inculcate the vocational aspects of Business Education into the society;
3. To produce NCE business teachers who will be involved in the much desired revolution of vocational development right from the primary and secondary schools;
4. To equip students with necessary competencies so as to qualify them for a post-NCE degree programme in Business Education; and
5. 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.

Aliyu in Ezeani (2014) noted that the nation's new philosophy of education, which is based on transformation of the individuals into a sound and effective citizen, makes it imperative for the business education programme to reflect the new economic and social order as well as satisfy societal needs and aspirations. Thus, the success or failure of business education programme to bring about the needed social reforms in the societies is measured in relation to the extent to which the students are learning what is being taught (Sukie, 2014). Hence, the need for the assessment of student learning. Interestingly, the primary function of the teacher is to facilitate learning by various means, that is to say that the aim of all teaching activities is to bring about learning, for there is no such thing as teaching without the intention to bring about learning. Therefore, it is impossible to characterize teaching independent of learning, which as a result of new knowledge, brings about a change in character, skill or attitude. It is the change that indeed confirms the learning. It therefore means that there is need for effective assessment of students' learning in Business teacher education programme.

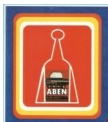
Assessment is *sine qua non* to teaching and learning no matter the circumstances or conditions under which the process occurs. The word assessment brings to mind



rows of students in an examination room, busily writing away, with one eye on the clock, and a stern-faced invigilator pacing up and down. It also brings to mind marks, marking and certification (Wokocha, 2013). This form of assessment is the traditional modes of assessment strategies. This assessment practice usually pushes out failures from the education system whether at school, college or university level (Alumode, 2013). It does not tell what an individual student knows holistically but seeks to compare students who are at the same level. It classifies students into success or failure. However, assessment is the systematic collection, review and use of information about educational programmes to improve student learning. Assessment thus, focuses on what students know, what they are able to do, and what values they have when they graduate from school. It is concerned with the collective impact of a programme on students' learning.

Literally, teachers are like the navigators of ships at sea. To know which way to go, they need to know where they are. Therefore, like the navigator who must keep a running record of the ship's approximate position and make frequent checks to fix its exact location, teachers must continually appraise and reappraise their position. It is against this background that Shamah and Ohlein (2012) interrogatively asked that if this assessment is not done "how would teachers know?" what direction to aim their course? Thus, the question of assessment is central to the understanding of the competencies of students undertaking business education programmes. The traditional mode of assessment which measures knowledge and skills of teacher trainees is very narrow. It tends to concentrate on one aspect of assessment and therefore inadequate for training of teachers. For example, it is limited to finding out the knowledge and skills of teacher trainees through two-three hour test or examination only. That 'once-off' exercise fails to capture the entirety of what the student knows at any given situation of learning. This assessment strategy ignores the possibility of finding out what the students know and does not adequately capture the knowledge and skills they have acquired as a result of instruction. Sukie (2014) lamented that it is this overemphasis on the traditional assessment procedures that has led to the production of graduates whom are deficient in skills and competencies in their various field of study. The emphasis on the use of traditional assessment procedures has led to institutions churning out graduates who are highly unemployable.

The inadequacies in the traditional mode of assessment calls for a shift in paradigm to make assessment of teacher trainees in business education not only more inclusive but also more authentic, democratic and learner-centred. The necessity to shift from the traditional assessment towards a multiple mode of assessment which is more inclusive, holistic and student centred is totally dictated by the desire to go beyond



the limitations of the traditional assessment and the need to address real life experiences and explore how these can help student teachers to be involved in their own assessment (Joyce, 2018). Undoubtedly, the use of multiple assessment strategies would help in producing well-grounded and competent business teacher education graduates capable of propagating the goals of business education especially at the colleges of education level. The multiples of assessment strategies includes tests, examinations, projects, anecdotal records, portfolios, demonstrations, written assignments, self- assessment, peer assessment, observation among others (Tay-Koay, 2017). All these assessment strategies can be done in both formative and summative ways to assess business teacher education trainees in a more holistic manner. This paradigm shift from the 'One-off' assessment to multiple assessment strategies could make the more authentic, fairer, humane, democratic and inclusive. A few of these multiple modes of assessment strategies are briefly discussed below:

Portfolio is a collection of a student's work, which provides a representation of his/her achievement. Portfolio includes evidence of the student's work, which the student has compiled, for evaluation or assessment. The portfolio collection will tell a story about the student's progress over time, or about the students' achievements in one or more learning areas (Stanley, 2014). Projects in a teacher training programme is a student teacher's own initiative and activity designed to give the student a practical training in specific skills in any project that relates to teaching and learning. The teacher trainee can be guided to undertake a learning project of their own interest such as how to deal with a disruptive learner in class (Iyamu, 2010). The teacher trainee could also undertake a project on how to utilize a particular instructional strategy or facilities in instructional delivery.

Anecdotal records according to Joyce (2018) relates to interesting unpublished short accounts about a scholar's academic activities. Anecdotal records allow students teachers either to bring to the learning situation their life, academic and non-academic achievements such as classroom experiences from work-integrated work, sports, music, athletics, indigenous songs and dance and even sad moments.

It is obvious that the success of Colleges of Education in South-south Nigeria in producing business education graduates with requisite knowledge, skills and competencies to effectively propagate the objectives of Business teacher education programme depends on the effective utilization of multiple assessment strategies by the lecturers. It is against this background that this study on the paradigm shift in the utilization of multiple assessment strategies in business teacher education programme in colleges of education in in South-south Nigeria was undertaken.



Statement of the Problem

Business teacher education programme at the colleges of education is aimed at producing well-qualified and competent NCE graduates in business subjects who will be able to teach business subjects in our secondary schools and other related educational institutions. To effectively ascertain the extent the objectives of the programme is being achieved in the Colleges of Education requires a more holistic assessment of students' learning. Sukie (2014) observed that one of the challenges facing teacher education programme is the continuous use of the traditional assessment procedures by the teachers. The use of these traditional assessment procedures have been the contributory factor to poor performance of student teachers trainees.

The problem of this study, therefore, is that the level utilization of multiple assessment strategies in Business teacher education programme in Colleges of Education in South-south, Nigeria is not clearly known. If the status is not determined through an empirical study such as this, relevant stakeholders may not take objective measures to ensure that the graduates are empowered to effectively propagate the objectives of Business education programme upon graduation.

Research Questions

The following research questions guided the study:

1. What is the level of utilization of multiple assessment strategies in Business teacher education programme in Colleges of Education in in South-south, Nigeria?
2. To what extent are assessment feedback provided in Business teacher education programme in Colleges of Education in in South-south, Nigeria?

Method

The study adopted the descriptive survey research design. The population for the study consists of 262 business educators from 10 Colleges of Education (3 federal and 7 state) in South-south, Nigeria. There was no sampling in this study since the population size was manageable. The instrument used for data collection was a structured questionnaire titled "Utilization of Multiple Assessment Strategies in Business Teacher Education Programme" (QUMASBTEP). The questionnaire was divided into two clusters; A and B. Cluster A was structured on a five-point rating scale of very highly utilized (VHU), highly utilized (HU), moderately utilized (MU), lowly utilized (LU) and very lowly utilized (VLU) for research question one. Cluster B was structured on a five-point rating scale of very high extent (VHE), high extent (HE), moderate extent (ME), low extent (LE) and very low extent (VLE). Face validity of the instrument was established using the opinion of three experts. To



establish the internal consistency of the instrument, the Cronbach Alpha formula was used to analyze the data using the Statistical Package for Social Sciences (SPSS) version 21 and obtain reliability coefficient values of 0.77 and 0.79 for the two clusters with an overall reliability coefficient value of 0.80. Out of the 262 copies of the instruments administered on the respondents, a total of 250 copies (representing 95percent) were retrieved and used for data analysis.

Data collected was analyzed using descriptive statistics such as mean scores and standard deviation to answer the research questions and to determine the closeness of the respondents' means. In order to determine the level of utilization of multiple assessment strategies in Business teacher education programme for research question one, a decision rule based on mean ratings between 4.50-5.00 were regarded as very highly utilized, items with mean ratings of 3.50-4.49 were considered as highly utilized and items with 2.50-3.49 were regarded as moderately utilized. Furthermore, items with mean ratings of 1.50-2.49 and 1.00-1.49 were considered as lowly utilized and very lowly utilized respectively. For research question two, items with mean ratings between 4.50-5.00 were regarded as very high extent, items with mean ratings of 3.50-4.49 were regarded as high extent and items with 2.50-3.49 mean ratings were considered as moderate extent. Also, items with mean ratings of 1.50-2.49 and 1.00-1.49 were considered as low extent and very low extent respectively.

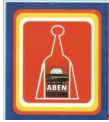
Results

Research 1

What is the level of utilization of multiple assessment strategies in Business teacher education programme in Colleges of Education in in South-south, Nigeria?

Table 1: Respondents' mean ratings on the level of utilization of multiple assessment strategies in Business teacher education programme in Colleges of Education in South-South, Nigeria. (N = 250)

S/N	Items on Utilization of Multiple Assessment Strategies	Mean	SD	Remark
1	Portfolios	2.25	0.75	Lowly Utilized
2	Problem-based project works	2.56	0.70	Moderately Utilized
3	Anecdotal records	2.20	0.72	lowly Utilized
4	Observation	3.42	0.65	Moderately Utilized
5	Practical works	2.45	0.60	Moderately Utilized
6	Tests	3.67	0.60	Highly Utilized
7	Examinations	4.65	0.40	Very Highly Utilized
8	Assignments	4.20	0.45	Highly Utilized
9	Classwork	3.55	0.60	Highly Utilized
10	Oral Presentations	3.20	0.55	Moderately Utilized
	Cluster Mean	3.22		



Data in Table 1 shows that the cluster mean is 3.22 which indicates that multiple assessment strategies are moderately utilized in Business teacher education programme in Colleges of Education in South-South, Nigeria. The standard deviations for all the items are within the same range showing that the respondents were not wide apart in their ratings.

Research Question 2

To what extent are assessment feedback provided in Business teacher education programme in Colleges of Education in South-south, Nigeria?

Table 2: Respondents' mean ratings on the extent assessment feedback are provided in Business teacher education programme in Colleges of Education in South-South, Nigeria. (N = 250)

S/N	Items on Provision of Assessment Feedback	Mean	SD	Remark
1	Helping students to realize specific errors in their solutions or answers	3.35	0.70	Moderate extent
2	Providing feedback to students by explaining why an answer is correct or wrong	2.25	0.54	Low extent
3	Providing feedback to students by focusing on their errors and misconceptions	3.45	0.46	Moderate extent
4	Discussing with students the correct answers or solutions to problems	2.40	0.40	Moderate extent
5	Informing the students the criteria in which their work will be assessed	3.47	0.45	Moderate extent
Cluster Mean		2.98		Moderate extent

Data in Table 2 shows that the cluster mean is 2.98 which indicates that assessment feedback are provided in Business teacher education programme in Colleges of Education in South-South, Nigeria to a moderate extent. The standard deviations for all the items are within the same range showing that the respondents were not wide apart in their ratings.

Discussion of Findings

The findings of the study in research question one revealed that multiple modes of assessment strategies are moderately utilized in Business teacher education programme in Colleges of Education in South-South, Nigeria. The finding is in consonance with Tay-Koay and June (2017) who reported that multiple modes of assessment techniques were utilized for the teaching in distance education to a moderate level. *Supporting the above findings, Joyce (2018)* revealed that the mostly used forms of assessment are examinations, tests and quizzes, which tilted towards traditional assessment procedures. Undoubtedly, these commonly used assessment



procedures do not effectively assess students' learning in all ramifications. Hence, to achieve the goals of Business teacher education programme in Colleges of Education, there is need for Business education lecturers in these institutions to effectively utilize various assessment strategies.

The findings of the study in research question two revealed that assessment feedback are provided in Business teacher education programme in Colleges of Education in South-South, Nigeria to a moderate extent. This finding is in agreement with Duckett and Tatarkowski (2012) who reported that teachers are not doing well in terms of communicating with students the criteria in which they will assess their students. In the same vein, Ndalichuka (2014) also lamented that one of the challenges militating against teacher education programme is that the students are not adequately provided feedback on their assessment performance. It is important to state that feedback from the use of multiple assessment strategies should be maximized so as to enhance the teaching-learning process in the training of Business education teachers.

Conclusion

Based on the findings of this study, it was concluded that the level of utilization of multiple assessment strategies in Business teacher education programme in Colleges of Education in South-South, Nigeria is not adequate for enabling the lecturers understand students' strengths and weaknesses and effectively plan and evaluate their instructions. This study has also made it clear that the traditional modes of assessment are inadequate for Business teacher education training programmes in Colleges of Education in South-south, Nigeria. The study concludes that for assessment to be more inclusive and holistic, Colleges of Education offering Business teacher education programmes need to apply multiple modes of assessment strategies.

Recommendations

The following recommendations were made by the researchers based on the findings of the study:

1. There should be training programmes and skill development for business education lecturers that will encourage them to have the requisite skills, competences and exposure to enable them to be more proficient in the utilization of various multiple modes of assessment strategies in assessing their students' learning achievements.



2. Business education lecturers in colleges of education should endeavor to provide regular feedback to their students as regards their achievements in various assessment procedures.

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HARNESSING RESOURCES IN BUSINESS EDUCATION TO CURBS POVERTY AND CRIMES IN NIGERIA

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Abstract

The rising level of poverty has been blamed for securities challenges confronting Nigeria today. As such, this paper emphasizes the potentials benefits of harnessing resources in Business Education. To achieve this, the paper looks at the related concepts as the context permits. The paper affirms the capability of Business Education in curbing poverty and crimes by rolling out how such is possible or achievable. In order to strengthen the capacity of Business Education in curbing poverty /crimes, the paper profiles ways or approaches to reposition it towards attaining the targeted potentials. The paper concludes that harnessing the potentials in Business Education as well as encourages allocation of adequate resources and administration of all-inclusive reform to equip people with skills to be self reliant, will in turn reduce poverty and crimes and engender sustainable development of Nigeria economy. Recommendations were made that the government should through its agencies sufficiently empower graduates of Business Education at all levels and also diligently mentor and monitor their activities to ensure their sustenance and active contribution to nation building as well as poverty/crimes reduction.

Keywords: *Harnessing, Resources, Poverty and Crime*

Introduction

Harnessing the potentials in business education to meeting the needs of the society, will definitely nib poverty and crime in the bud. Thus, from global perspective, arguments, claims and counter-claims over the capability of vocational and technical education (VTE) in fostering brighter future and sustainable economy has been laid to rest (Ogbuanyha & Izuoba, 2015). However, studies had it that many technologically advanced nations of the world realized their potentials and maintained firm footings through adaptation and practice of Technology and Vocational Education and Training (TVET) (UNESCO, 2006). This enhances the income/revenue disposition of the citizens by making themselves reliant and responsible and invariably reduces poverty (Ogbuanyha & Izuoba, 2015).



Human resources can be harnessed through business education to provide solution to poverty and the security challenges that is ravaging Nigeria. Therefore, Business skills are important influences among students with entrepreneurial intentions in learning institutions. It contributes to the nation's human capital and is seen as essential for preparing one for employment. A skilled man is expected to manifest worthwhile in the society. Hence, it is a wakeup call for both the government and the trainers in the trades' schools to ensure that available resources are well harnessed to address the problem of unemployment as well as the underutilization of human resources which gave birth to poverty and insecurity in Nigeria (Insurgency and banditry).

According to Adagba, & Eme.(2012). Unemployment/poverty among Nigerians, especially the youths is a major cause of insecurity and violent crimes in Nigeria. Similarly, Elumelu (2004) espouses that business enterprises can contribute towards security and safety development in Nigeria through long-term strategy of creating and providing jobs for the unemployed and cooperating with regulatory authorities and security agencies to fight crime.

Concept of Business Education

Business education like many other subjects in the school system has been defined in several ways by several scholars, to suit different situations and purposes. Some scholars define it from the way it is practiced in their field of study, while others define it from the angle it is taught in schools and colleges (Adamu, 2014). Business education is a wide array of courses that are meant to teach students of various ages about the fundamental principles of business; these includes business management, business law, entrepreneurship, economics as well as computer courses, and many others. Jubril (2010) defines business education as a specialized area of vocational education that provides education training, skills development, attitudes adjustment towards business orientation and academic challenges.

Bilyaminu (2011) views business education as an aspect of total education programme that provides the knowledge, skills attitudes and understanding needed to perform in the business world as a producer and/or consumer of goods and services. Professionally, business education can be defined as a programme designed to provide students with the basic process of training: decision making, the philosophy, theory, and psychology of management; practical applications; business start-up and operational procedures.



According to Akinola (2006) the following are the objectives of business education.

1. Prepare the students for employment after graduation.
2. Meet the manpower needs of the society
3. Increase the options available to each student and serving as motivation in order to enhance all types of learning.
4. To give training and impart the necessary skills to individuals who shall be self-reliant economically.
5. To stimulate creativity.
6. To expose recipients to career awareness by exploring useable options in the world of work.

Business Education as a Skill

The aim of business skill is to inculcate in the young people the need to see business opportunities, ideas and act on them promptly in order to take advantages over others. However, this should not stop at imparting knowledge alone, but ability to teach skills acquisition in various disciplines of study that a potential businessman might require such as managerial skills, financial competencies, accounting skills, marketing and business competencies. Business Education is one that embraces skill building programme, creative thinking, productive development, marketing negotiation, leadership training and health generation (Kurato, 2003).

According to Nwaigburu & Eneogwe (2013), business skill occurs when an individual develops a new venture or new approach to an old idea or a unique way of giving the market place a product or service by using resources in a new concept or opportunities with an existing firm. It is also the dynamic process of creating incremental wealth (Hasty & Readon, 2007). Business skill is also the creation of an innovative economic organization for the purpose of growth under conditions of risks and uncertainties (Dollinger, 2005). However, business education represents a broad and diverse discipline that is included in all types of education delivery systems elementary secondary and tertiary institutions. It includes education for office occupation, distribution, marketing occupations, accounting, business teaching, business administration, business typewriting, stenography and secretarial education or studies (Nwaogburu & Eneogwe 2013).

A skill denotes expertise, or ability, develop in the course of training and experience as well as a manual dexterity through repetitive performance of an operation, notably trade acquired through apprenticeship. Therefore, training in Business Education includes such experiences which enable the individual to be sound intellectually, acquire various types of skills that will help them participate actively and efficiently in provision of goods and services, and equally balanced in desirable attitudes.



Poverty and Crime

Poverty is the state of being poor or existing in amounts that are too small. Similarly, Wikipedia (2014) views poverty as a general scarcity or the state of one who lacks a certain amount of material possession or money. Moreso, Okonjo-Iwuala, (2013) defines poverty as the failure to achieve basic capacities such as being adequately nourished, living a healthy life, possession of skills to participate in economic and social life, permission to take part in community activities inter alia. Crime is an illegal act for which someone can be punished by the government, especially, a gross violation of law.

Harnessing Resources

Harnessing is to collect and control something so that it can be used effectively. While a resource is a source or supply from which a benefit is produced and it has some utility (Wikipedia, 2014).

The future of jobs will not look like the present situation: increasingly, workers will have to adapt to fast technological change, accept more mobility during their career, and regularly upgrade their skills to remain employable (Strasky, 2017).

However, some middle-skilled routine jobs especially back office, custodian and financial sector may disappear as a result of automation. However, Workers with strong and adaptable skills will be prepared to thrive in this new environment. Further improvement in the education system is needed to address this challenge, provide the young with learning to learn as well as technical capacities. As skill sets will need to be updated during working careers, the system of initial education must be complemented by a flexible system of lifelong learning, tailored to the special needs of individuals with limited education attainment and older workers.

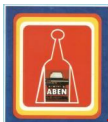
How Poverty and Crime are Curbed by Harnessing Resources in Business Education

Business education if well harnessed will play vital roles in poverty/ crime reduction which will give rise to national development. Thus, where resources in Business Education are harnessed they will curb poverty/ crime the following ways:

1. **Generation of Employment/Creation of Job Opportunities.** This field of study helps to reduce the rate of drop-outs or unemployment in the society. Business education as a vocation could be used to develop marketable skills in students, so that they can become easily employable. It makes an individual to become an asset to himself and the nation in general.



2. **Poverty Alleviation:** Many who are fortunate to graduate in a regular school system and excel in various fields of learning fall back to the skills acquired in technical and vocational institutions in time of employment crisis. Such persons who possessed skills are better off financially.
3. **Crime Reduction:** Skill acquisition reduces crime rate in many nations of the world. People only begin to think of dirty activities when they are jobless in most cases (an idle hand is a devil workshop). The rising level of poverty has been blamed for security challenges confronting Nigeria. Crimes like insurgency, banditry, kidnapping are all products of poverty.
4. **Wealth Creation:** Potentials in business education skills encourages wealth creation which could lead to higher Gross Domestic Product (GDP).
5. **Establishment of Printing Press/Business Centre:** The establishments of such businesses in the rural areas will helps to boost the economy of those areas, also check rural-urban migration.
6. **Promotion of Nigeria Economy:** It promotes national economy through foreign exchange by exporting our products. The knowledge of entrepreneur skills helps to reduce the importation of foreign goods which lessen our import dependency and encourages export of our local products.
7. **Diverse Job Opportunities:** Those who have many skills stand the chance to gain job easily. People who have many skills are being searched for because they can do many functions due to the series of skills possessed.
8. **Increase Standard of Living:** Business education, if well harnessed helps to raise the standard of living of business beneficiaries and like most industrialized nations, may survive in a complex society.
9. **Entrepreneurship Strategy:** Business education offers the beneficiary the ability to be self-reliant, to be job creators and employers of labour.
10. **Potentials in Business Skills will curbs Rural/Urban Drift:** The migration of jobless youths from rural to urban centers also causes insecurity in Nigeria major cities. Okah, (2014), avers that Nigeria is one of the countries in the world with very high rural/urban drift. Most urban areas in Nigeria have grown beyond their environmental carrying capacities and existing infrastructure and this has resulted to increase poor quality of the living conditions. Out of frustration due to over population, these youth are drawn into crime. However, with a good business skill, young graduates can establish business in the rural areas, to target the rural populace.



- 11 **Quickteller Access to Bank Services:** A skilled business educator could set up quickteller access bank services whereby cash can be deposited or transferred. The owner of such business charges small fees as commission. This is a thriving business in town today.

Aja, (2018) espouses that recipients of business education have the potentials to possess the following skills:

- 1 **Secretarial Skill:** The trainees are exposed to specific experience such as taking down shorthand dictation, typing, filling, keeping of organizational patty cash book, operating various kinds of office machines. A skilled business educator can start a computer school with other secretarial services to train teeming population of youths who want to be computer literate.
- 2 **Accounting Skills:** These skills include skills for preparing accounting information such as ledge accounts from vouchers, cash book, wages and salaries administration, collecting and recording of all accounting information skills and skills for making monthly/daily statement of account. A good business educator could engage in thrift business by collecting daily contributions from individuals and earn commission at the end of the day.
- 3 **Distributive/Marketing Skills:** The trainee of business education is taught to develop marketing skills such as selling, sales promotion, buying, operate marketing research and management skills for product or service technology. A skilled business educator could earn a living by canvassing for goods, marketing products, run their own businesses.
- 4 **Management Skills:** The trainee of business education is exposed to management functions such as planning, organizing, staffing controlling, directions and decision making and self-management skills such as perseverance humour, punctuality, dependability and resourcefulness.
- 5 **Business Data Processing Skills:** The trainees are espoused to specific experiences such as acquisition of word processing skills and skills for business data processing systems and operations.
- 6 **Thrift Loan Service:** A skilled business educator could engage in collects daily contributions from individuals and earn commission at the end of the day.
- 7 **Wholesaling and Trading:** A skilled business educator could earn a living by canvassing for goods, engage in produces hoarding and marketing.



- 8 **Human Relation Skills:** This includes the ability to set along with others and the ability to project a favorable image to visitors and also the skills to contribute positively to the growth and development of business.
- 9 **Setting up of Phone Call Services:** A business educator could set up GSM business by selling recharge cards and engage in the sales and repair of handsets.
- 10 **Internet Services:** With computer and its accessories as well as internet service provider, a skilled business educator will be able to charge small fees for browsing and surfing the internet.

Reposition Business Education to Attain its Potentials

Business Education is a transformational instrument and a formidable tool for socio-economic transformation. It has the responsibility for producing and supplying the personnel required to propel the nation's economy and reduce poverty/crime. Business education skills are needed to help the students from the starting stage of life to advance stage. Business education should provide not only skills required for operating machines or doing any specific jobs, but also to provide such knowledge and skills required for self-reliant and sustainable development.

A functional business skill is not only the backbone but also the secret of sustainable economy and crime-less country. Rugayyah (2013) asserts that vocational and technical education (VTE) should be an important component of the nation's education initiative to realize an increase manpower and industrial growth to address the challenges of unemployment and poverty.

One of the biggest challenges facing the country today is the growing number of job seekers with unemployable majority among its young people (Okonjo-Iwuala 2013). Reports also indicate that there is a huge mismatch between young people graduating from higher education institutions and what the labour market needs (Pamdoff 2013). Unfortunately, this situation has resulted in high rate of unemployment with its attendant variances which informed the need for the nation to invest copiously in education with particular attention given to Vocational and Technical Education (VTE). Since no nation would make any meaningful socio-economic stride without viable education institutions (Ogbuanya & Izuoba 2015).

Therefore, the only way to harness resources in business education is to reposition it as skills acquisition oriented through the following ways/approaches:



1. **Public-private Partnership:** Training in the private sector by private employers and in private training institutions can be the most effective and efficient way to develop the skills of the workforce. This arrangement not only provides direct links between institutions and the industries but also enable the learners acquire requisite skills as well as having the confidence that employers reposed in them.
2. **Independence of Vocational Institutions:** According to Eke (2014) adequate attention would be paid to technology and vocational schools if they exist independently and run vocationally. Thus, vocational education institutions should be isolated from general education, so that its curriculum is tailored to meet the employed ability skill demands of relevant specialties and industries.
3. **Innovation:** It is important that the objectives embedded in business education as a skill acquisition should evolve in consonance with the dynamism of socio-economic trends and global market paradigm shift in order to be relevant.
4. **Availability of state of Art Tools/Equipment:** It is a well known fact that our studio, laboratories, computers studio among others do not only suffer inadequacy of facilities but fraught with obsolete and dysfunctional equipment. Sometimes due to corruption, even when fund is released for the purchase of these facilities, substandard and even moribund equipment are purchased with the aim of enriching their pockets at the expense of the future of the entire country. Therefore, provision and training of students with modern equipment would enrich the quality of business education programmes.
5. **Training and Re-training of Business Educators:** Training and retraining of business education teachers is quite imperative in re-building this field of study (business education), in order to realize its goals and objectives. According to UNESCO (2006) the increasing changes in socio-economic and technological advances demand an urgent repose which makes it imperative that vocational education teachers be encouraged to undertake some in-service training in the areas of technologies and entrepreneurship. More importantly, training and retraining of teachers will enhance their propensity in content mastery.
6. Organize business plan competitions



7. Introduce networking events through workshops, Seminars, symposia, lectures and stakeholders where cross fertilization of ideas could occur
8. Industrial visits and excursion for onsite field trip

Conclusion

This paper affirms the capability of business education in curbing poverty and crime, since the rising level of poverty has been blamed for security challenges confronting Nigeria. Hence, the urgent need for total overhauling of the vocational educational system. The paper posits that repositioning business education should ensure that the courses were innovated to embrace private training institutions, to build and train workforce needed for today's intellectual battles of life that use creativity in utilizing its local contents for export gains. Conclusively, harnessing the potentials in business education as well as encourage allocation of adequate resources and administration of all-inclusive reform to equip people with skills to be self reliant, will in turn reduce poverty/crime and engender sustainable development of Nigeria economy.

Recommendations

The paper however recommends the following:

- i. The government should as a matter of urgency through its agencies like Bank of Industry (BOI) Small and medium Enterprises Scheme (SMES), Industrial training Fund (ITF) among others sufficiently empower graduates of business education at all levels through provision of credits facilities and also diligently mentor and monitor their activities to ensure sustenance and active contribution to nation building as well as poverty/crime reduction.
- ii. The federal government relevant authorities in education should redesign and operate an environment-friendly public private partnership in business education to promote functional education capable of harnessing the resources of the country for societal wellbeing.
- iii. The government should separate vocational education institutions from general studies to enhance proper supervision, monitoring and effective implementation of programmes without compromise.
- iv. The government should provide business educators with an effective retraining programme in the use of modern technique and make sure equipment are sufficiently available in the schools to enhance the quality of teaching. This will guarantee job creation and the best practices for poverty/crime reduction.



- v. The government should make business education attractive as well as a functional instrument for optimization of our local resources to cater for the needs of our society and also create avenue for exportation of our manufactured products.

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RELEVANCE AND PROSPECTS OF INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) TO BUSINESS EDUCATION PROGRAM

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Abstract

This paper focuses on the role of ICT in the development of business education. The use of technology has come to rule today's world, and business education is not exempted from the areas that need adequate and proper use of information and communications technology (ICT). Being a skill course business education requires the use of ICT for the graduates to have learned full skills that are needed before graduation thereby producing competent, skillful and self-reliant business educators. Some of the prospects of information and communications technology to business education have been examined by the paper. Some problems militating against the smooth flow of ICT in business education have been touched, like the high cost of procurement and maintenance of ICT facilities and accessories. The paper concluded on the need to encourage the use of ICT in concomitant problems of running business education programme and recommendations were suggested to remedy the foregoing problems.

Keywords: Business Education, Information and Communications Technology ICT, Computer Accessories

Introduction

Business education is a specialized component of vocational and technical education. It is offered in the universities, polytechnics and colleges of education. Business education programmes offered in the universities and colleges of education, however, has education components that give the graduates the options to teach in secondary schools or seek employment in other organizations. Graduates, especially from the universities can also function as administrative officers in the public and private sectors of the economy. Business education offered in the universities comprises accounting, marketing and office technology and management (OTM) options. While in colleges of education it has basically two options namely accounting and office technology and management options.



The philosophy behind business education is to provide its graduates with appropriate knowledge, skills, abilities and competencies to become proficient educators and administrators who utilize both human and material resources for optimal productivity and to be self-reliant with the skills acquired; it thus promotes self-employment through skill acquisition development, it is also a tool in the hands of governments to combat unemployment and reduce poverty in the society (Amoor, 2009). Business education is an area of instruction that has been in existence for several decades. It plays very significant roles in the life of individuals, promotion of economic growth and national development, the provision of appropriate skills to make available human resources for employment in all sectors of economy.

Effective Business Education Programme would ensure competencies in skills and knowledge of Information and Communication Technology and proficiency in the world of work. With proper integration of ICT in Business Education programme, it will help to improve the academic training of business educators and holds out the opportunity to revolutionize office automation, pedagogical methods and expand access to quality education. There is the need to embrace the challenges through the development and use of Information and Communication Technology in Business Education Abinbude (2000) confirmed that Information and Communication Technology requires acquisition of practical skills which must be properly communicated to the learners. With the changes in global market, office automation and democratization, it is inevitable for individual to have the ability to access and apply information; such ability should have a root from Business Education. (Akpan, 2010), For Nigeria to keep pace with the global Changes in her educational system, especially in content and mode of instruction, the younger generation should be geared to grapple with the challenges of information and communication technology as well as meeting the national educational goals. With the application of information and communication technology in Business Education, the learners would be able to recognize what they need to accomplish, determine when and where to obtain the needed business information.

In the world today, the primary means of reaching people in short and long distances with current information are mediated by information and communication technology (ICT). It is on these bases that Nigeria should embrace this powerful technology in Business Education to meet the competitive and challenging commercial world office automation.



Concepts and Definitions of Business Education and ICT

Business education is an academic discipline that provides students with appropriate skills, abilities and competences both mental and physical, that equip the learner with knowledge and makes him effective in teaching, office occupation and being self-reliant. Iwu (2016), Opined that business education is a course of study that equips individual with the occupational skills and knowledge that will enable him/her fit into a job and find satisfaction in the labour market. Its also a program that prepares its students with skills and competencies needed for self reliance and employment. Iwu (2016) concluded that primary goal of business education is to produce competent, skilful, and dynamic business educators, office administrators, secretaries and business men and women that will effectively compete un the world of work.. Amoor (2009) asserted that business education is a vocational programme that is offered in colleges of education and universities to provide students with appropriate skills and knowledge to take up career in teaching, business and office occupation.

Ikuka (2013) defined ICT as the electronic means of capturing, processing, storing and disseminating information. Presently, classrooms are shifting away from rows and desks to an environment that promotes collaboration between students, teachers and learning devices. Ajulukuchu and Osakwe (2019) in Njoku (2006) stressed that ICT is the combination of technologies for collecting, storing, processing, communicating and delivering of information.

World Bank (2002) defined Information and Communication Technology (ICT) as the integration of computer technology mainly in the form of internet and information management system. Agbamu (2004) considered information and communication technology to be the use of electronic computers and computer software to convert, store, process and transmit vocal, pictorial, textual and numerical information. Evans (2002) also described information and communication Technology as the acquisition, processing and dissemination of information by a micro-electronics-based combination of computing and communication

Information and Communication Technology may therefore be defined as all that is involved in gathering and processing information through computers and other related equipment to reach the desired places and people at a reasonable cost and time



to the overall benefit of mankind. ICT have changed the lives of people's work and play. Business Education should not be left out of this change to exploit the potentials, shape and transform the educational landscape of the tertiary and secondary institutions in Nigeria.

Business Education and Information Communication Technology

The emergence of Information and Communication Technology (ICT) as recorded in recent times has brought advancement in different spheres of human endeavor. So many technological tools, gadgets and software programmes are being discovered on a daily basis, and the need to develop human capital towards the acquisition and utilization of these knowledge becomes inevitable. (Okoli, 2012 in Okoro, 2013). Education is regarded as the bedrock of any national development and the issue of technological application in teaching and learning is considered a priority for other resource areas to tap into. Igberaharha (2009) noted that education in Nigeria, in this rapidly changing and competitive environment cannot be relevant without effective preparation of the new generation to make effective use of information and communication technology in their professional practices.

Information and communications technology when adequately implemented in Business Education programmes would lead to numerous benefits for both learners and teachers towards ensuring quality instructions in Business Education. According to Akpan, (2010), the benefits include:

- Through the application of Information and Communications Technology, students' interest would be sustained and ideas concretized using different resources that appeal to each student. Slow and fast learners would benefit from the instructional approach as the process could be repeated several times to accommodate individual differences of students. Brewton (2002) affirmed that the use of information and communication technology in teaching and learning engenders in-depth understanding of business concepts and ideas. ICT when applied as instructional devices would improve the individualization of teaching and learning which is lacking in most of our class rooms due to large students-teacher ratio.
- The application of Information and Communications Technology would develop teachers' and students' business ability, concepts and attitudes. Well-written instructional packages to complement the efforts of business teachers and students, especially the poorly skilled/equipped students to develop effective business attitudes and concepts are achievable through ICT.



Effective teaching and learning of business education depends on availability and organization of materials, equipment, media and technology (Akpan, 2003)

- Information and Communication Technology would enhance the teaching of business concepts to the learner at every corner of the globe. With ICT, students individually or collectively would receive lectures or instructions on different business concepts delivered by business experts from different parts of the world using varied pedagogical approaches and resources. Teacher and students would have access to current textbooks, reference books and large volume of current information using internet within a short period. This would enhance knowledge sharing, quality of knowledge, authentic and unique knowledge among students and teachers. Ezeliora (2005) affirmed that with ICT, teachers and students would be acquainted with current textbooks and information within a short period of time.
- Information and Communications Technology holds out the opportunity to revolutionize pedagogical methods expand access to quality education and improve the management of educational systems (World Bank, 2002). Through ICT, teachers and learners of business education, libraries and schools in different parts of the globe would communicate with one another and share information to enhance business understandings. Students and teachers can also view documents in richly-formatted texts and pictures, connect to colleagues, scholars, friends and resource persons in almost all parts of the globe. This would provide the teachers and learners with opportunities to read modified comprehensive output and to produce or write modified comprehensible output through the internet. Thereby promoting communication among students, teachers, peers and provide expansive feedback.
- Information and Communications Technology enhance educational efficiency. Through ICT, business students would be able to seek explanations, compare experiences, reason and learn many concepts in the school curriculum and also enhance problem-solving skills among students.
- Information and Communications Technology would offer business educators and students the opportunity to improve on their techniques of research. It would act as pathfinder to all researchers on how to write, present and obtain information for their research work. The problems of searching through library cards, catalog or periodical will be made easier through ICT.



Problems of Information and Communications Technology (ICT) in Business Education

The use of Information and Communication Technology in Business Education is faced with several problems, some of which are:

- **Poor and Insufficient Electricity Supply** - Unreliable and inadequate electricity supply is an obstacle to the use of ICT in our institutions of learning. Towns and cities in Nigeria where institutions of learning are located do not have constant supply of electricity and some do not have access to electricity at all, especially the rural areas. This greatly affects the use of ICT in our institutions of learning. Anujeonye (2008) affirmed that when electricity supply is not stable and constant, it is difficult to keep high technological equipment functioning thereby denying the use of ICT and other electricity devices.
- **Insufficient Qualified Teachers** - There is acute shortage of qualified teachers in the field of system operation, software and network administration to effectively use ICT in our institutions of learning. World Bank (2002) asserted that low education level, literacy levels, lack of awareness about the capability of technology and absence of skills to develop and use ICT application represent significant obstacles to adoption even when the physical infrastructure are available. Successful integration of ICT in our institutions depends on availability of qualified teachers to enhance creativity and effectiveness. The Federal Republic of Nigeria: FRN (2005) affirmed that there is scarcity of teachers with requisite ICT qualifications and few University Professors engage in ICT due to poor facilities for teaching and learning.
- **Cost** - Another obstacle to the use of Information and Communications Technology in the teaching and learning of business education is the high cost of procurement and maintenance of ICT facilities and accessories. Nigerian institutions are not properly funded to enable them procure, install and maintain ICT facilities and accessories for effective use in respective institutions. FRN (2005) observed that there is high cost of imported ICT hardware, peripherals and software. It further added that only two companies in Nigeria assemble computers this warrants unavailability of the accessories and peripherals leading to a high cost.



- **Under Utilization of ICT Facilities** - Government may provide the ICT centers in our institutions of learning, but, the negligible nature of those handling it would not make the students full utilization of the facility there by allowing the decay in the facilities without a corresponding benefits to students.
- **Limited Access to Internet** -There are few internet providers in the country today. Most of these companies provide poor service to customers while those that provide reliable services charge very high amounts of money for their services thereby reducing access to the use of the internet. Another obstacle to the use of Information and Communications Technology in the learning and teaching of business education is insufficient ICT facilitating structures in the country. Such facilitating structures include computers, instructional packages and equipment.

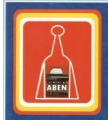
Conclusion

The paper concluded that Information and Communications Technology is very relevant and an indispensable tool that could enhance effective teaching and learning of business education programme, if relevant authorities would have the political will and commitment to design learner-centered curriculum that would incorporate the use of ICT and make the necessary funding available as well as giving training and retraining to academic staff on the use of ICT facilities and related accessories. It is therefore important that all Business education students should have requisite knowledge of ICT so as to effectively function in the society after graduation.

Recommendations

Thinking through the fore going, the paper makes the following recommendations.

1. Government should make available electricity supply in all the rural and urban centers across the country. So that institutions of learning can stand a chance to benefit from the gesture, by making optimal use of all ICT gadgets in our institutions of learning.
2. Government should provide funds for the acquisition of ICT resources in the schools.
3. The Nigerian Communication Commission and other regulatory bodies should double their efforts in regular training of personnel to man and maintain ICT resource centers in various educational institutions.



4. Teachers should be trained and retrained periodically to be abreast with technological innovations.
5. A computer-based social interaction platform should be introduced in schools to foster knowledge and information sharing among members of the school community as a way of arousing interest in ICT applications.
6. Concerned authorities should enact policies and make funding available to the institutions offering business education programme facilitate the use of ICT in their respective institutions.

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**BUSINESS TEACHERS RATINGS OF SELF-ASSESSMENT PRINCIPLE OF
TOTAL QUALITY MANAGEMENT APPLIED BY PRINCIPALS FOR
SECONDARY SCHOOL IMPROVEMENT IN DELTA STATE**

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Abstract

The study determined business teachers' ratings of self-assessment principles of quality management applied by principals for secondary school improvement in Delta State. One research question guided the study and one hypothesis was tested at 0.05 level of significance. The study was a descriptive survey. The population of the study comprised 320 business teachers teaching in government owned secondary schools in Delta State. Through stratified sampling technique 50% of the population was sampled. This made up a sample of 160 business teachers that was used for the study. A validated structured questionnaire was used for data collection. The reliability of the instrument was tested Cronbach Alpha reliability method which yielded a score of 0.88 for internal consistency and 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 question while the standard deviation was used to ascertain the homogeneity or otherwise of the respondents' ratings. The null hypothesis was tested with t-test at 0.05 level of significance. Findings revealed that business teachers' opined that that public secondary school principals in Delta State apply school self assessment principle to a low extent. It was also revealed that male and female business teachers did not differ on their opinion on the extent principals apply self assessment principles for school improvement in Delta State. Based on these findings, the following recommendations were made among others, that government should also provide funding for secondary school principals so as to enable them organize seminars, workshops and interactive session to expose teachers on the importance of school self assessment.

Keywords: *Self-Assessment, Total, Quality, Management, Principles, Principals, Business, Teachers, Public, Secondary, Schools*



Introduction

Education is the bedrock of growth and development of any nation. Thus, education is the process through which man makes effort to better the lot of himself and his environment. According to the Federal Government of Nigeria's (2013) national policy on education, education is an instrument par excellence for effecting national development. This is evident in the Federal Republic of Nigeria's vision of becoming one of the 20 developed economies by the year 2020 through quality education standard.

The Nigerian educational system seems to witness enormous quantitative growth at the expense of qualitative development (Adeolu, 2012). Hence, the current education reforms in the education sector in Nigeria in the areas of planning, curriculum innovation and teacher education, among others, are management mechanism to revamp the education industry to instill sustainable school quality reform. In this light, the Federal Government of Nigeria instituted quality education standard in the nation's education system (Ayeni, 2012).

According to Ejionueme and Oyoyo (2015), quality education is defined as a measure of the extent to which classroom instruction meets the set standards. In the same vein, Ayeni (2012) defined quality education as the measure of the extent to which the training received from an institution enables the recipient to think clearly, independently and analytically to solve relevant societal problems in any given environment. Quality education thus encompasses quality learning resources inputs, instructional process, teachers' capacities development, effective management, monitoring and evaluation, and quality learning outcomes in secondary schools. The need to attain quality education has informed the calls by researchers and scholars like *Ogunnaike, Sholarin and Ezeugwa (2014)*, Bua and Ada (2013) for the adoption of total quality management (TQM) in the nation's educational system especially in the secondary schools. This is because total quality management has been viewed by them as a systematic approach to school improvement. Mohanty and Lakhe in Bua and Ada (2013) stated that the characteristics of TQM are that it is a pragmatic long-term system approach which can be adopted and practiced through proper planning, systematic evaluation and allocating responsibilities and resources. In a TQM school, teacher-student teams are the equivalent of the front-line workers in industry. The product of their successful work together is the development of the students' capabilities, interests, and character. In one sense, the student is the recipient of educational services provided for the student's growth and improvement.



Self assessment allows students and teachers to reflect on themselves and their work. According to Adebule and Adebule (2014), through the process of self-assessment students and teachers can identify the points on which they can improve. Thus, self assessment is to encourage the learners to assess their own progress or to comment on their own achievement in schools. School self assessment (SSA) is a programme of professional development that supports schools in improving teaching and learning through ongoing reflection and peer review (Alade, 2007). An institution undertaking school assessment involves its whole staff in a process of goalsetting regarding students learning and sets in motion a continuous cycle of internal self review and external peer review that moves the school closer to its goals and would lead to school improvement.

School improvement as a distinct approach to educational change aims at enhancing students' outcome as well as strengthening the school's capacity for managing change. Freddy (2008) defined school improvement as, an effort to determine and provide, from within and without, conditions under which the adults and youngsters who inhabit schools will promote and sustain learning among them. According to these definitions, the purpose of school improvement is to impact ostensibly on the relationship between the teaching and learning process and the conditions that support it. The following yardsticks according to Freddy (2008) indicate school improvement: (1) School engagement that focus on engaging students in the learning process (these include performance management systems, continuous improvement and curriculum alignment). (2) Instructional quality that focuses on the processes the school uses to improve the quality of instruction provided to students. (3) Learning opportunities that include direction, focus and opportunity for learning. Further, the change which should take place as a result of the school improvement effort should not merely reflect an implementation of policies, but rather, improvements or adaptations of practice like total quality management which transform the learning process to achieve the maximum impact on students, teachers and schools (Freddy, 2008).

The school principal is the principal officer in charge of the daily management of secondary school in Delta State. This is because secondary schools can only be productive if there is effective and efficient management of human and material resources in the system by the principals. Some of the duties of the principal includes, ensuring that the multi-faceted problems facing the secondary school system do not hinder the efficient service delivery towards producing quality education in this



country; ensuring that funds entrusted on them is properly utilized; ensuring the provision and maintenance of physical facilities; ensuring that teachers are motivated for their total commitment and ensuring the supervision of instructional materials to ascertain effective teaching and learning. However, this seems not to be the case in Delta State.

It appears that principals in public secondary schools in Delta State seem not to apply self evaluation principles in their management. Despite the institutionalization of quality standard in the school system in Nigeria, secondary schools in Nigeria and Delta State in particular seem to be riddled by management inefficiencies which have resulted in poor quality standard. This is showcased in ineffective management of the learning environment, lack of teamwork, poor communication method, poor management and lack of adequate funding. Furthermore, certain demographic factors like gender seem to influence the application of self assessment principles of TQM in secondary schools. According to Ejionueme and Oyoyo (2015), gender refers to the socially determined differences between women and men, such as roles, attitudes, behaviour and values. Oyoyo (2014) opined that gender can influence principals' access to and control over resources and decision-making capacity with regards to school management. These views are however theoretical in nature and have not been empirically proven to be the determining factor in the application of self assessment principles of total quality management in secondary schools in Delta State. Thus, the study is aimed at eliciting business teachers' ratings of principals' application of self assessment of total quality management in secondary schools in Delta State.

Statement of the Problem

It is obvious that for schools to achieve improved performances, there is need for principals to apply total quality management principles. Literature also corroborates the application of self-assessment principles for achieving school improvement. It however appears that secondary schools in Delta State do not apply self-assessment principles which are essential for school improvement. This seems to be the reason for the poor state of academic standard in some of the public secondary schools in the State.

Moreover, looking at the dilapidated nature of the physical facilities in some of the secondary schools in the State, one gets worried as to the level of comfort of the students and staff in both the classroom setting and the entire environment. Some of



the school buildings are moribund in terms of outlook, with broken floors, windows and leaking roofs. Most teachers in the State also appear to show little or no commitment in terms of carrying out assigned tasks. Some of them are seen selling and marketing their private goods within the school. There are also cases of lateness to school cheating, bullying and failure to do assignments, damage of school facilities and untidy dressing habits among the students. These situation calls for concern because one is inclined to say that if principals apply self- assessment principles it would have helped improve these situations. This study therefore investigated business teachers rating of principals' application of self-assessment principles for school improvement in secondary schools in Delta State.

Research Question

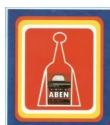
To what extent do principals apply self-assessment principle for secondary school improvement in Delta State?

Hypothesis

There is no significant difference in the mean ratings of male and female business teachers in secondary school on the extent principals apply self-assessment principle for school improvement in Delta State.

Methodology

The study was a descriptive survey. The population of the study comprised 320 business teachers teaching in government owned secondary schools in Delta State. Through stratified sampling technique 50% of the population was sampled. This made up a sample of 160 business teachers that was used for the study. A validated structured questionnaire was used for data collection. The questionnaire was structured on a five point response categories of Very High Extent (VHE), High Extent (HE), Moderate Extent (ME), Low Extent (LE) and Very Low Extent (VLE). To establish the reliability of the instrument, it was administered on 10 business teachers in Awka Metropolis, Delta State who were not included in the population of the study. The Cronbach Alpha reliability method on the obtained data yielded a score of 0.88 for internal consistency which was deemed high for the study. Out of the 160 questionnaires distributed, 143 was returned amounting to 90% return rate. 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 question while the standard deviation was used to ascertain the homogeneity or otherwise of the respondents' ratings. The null hypothesis was tested with t-test at 0.05 level of significance.



Results

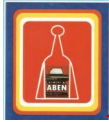
Research Question

To what extent do principals apply self assessment principle for secondary school improvement in Delta State?

Table 1: Respondents mean ratings on the extent of principals' application of school self assessment principle for secondary school improvement in Delta State

S/No	Items on School Self Assessment Principle for School Improvement in Your School:	Male Teachers N=52			Female Teachers N=91		
		Mean	SD	Remarks	Mean	SD	Remarks
1.	Ensuring that the periods for school self assessment are known by teachers and students for school improvement	2.45	0.62	Low Extent	2.00	0.71	Low Extent
2.	Involving students in the teachers assessment for school improvement	1.50	0.51	Low Extent	2.11	0.70	Low Extent
3.	Involving parents in the school assessment process for school improvement	1.98	0.54	Low Extent	2.34	0.65	Low Extent
4.	Making available resources for carrying out school assessment for school improvement	2.78	0.67	Moderate Extent	2.22	0.69	Low Extent
5.	Making staff aware of the criteria's for assessment for school improvement	2.15	0.55	Low Extent	2.42	0.72	Low Extent
6.	Providing information on the tools to be used for assessment for school improvement	2.22	0.58	Low Extent	2.25	0.74	Low Extent
7.	Ensuring that assessment covers issues regarding teaching and learning in the school for school improvement	2.57	0.67	Moderate Extent	2.44	0.76	Low Extent
8.	Ensuring that audits are done on the school finances for school improvement	2.64	0.71	Moderate Extent	2.36	0.67	Low Extent
9.	Ensuring that the school properties are audited for school improvement	2.21	0.52	Low Extent	2.34	0.69	Low Extent
10.	Providing feedback after assessment for school improvement	2.50	0.64	Moderate Extent	2.38	0.72	Low Extent
Cluster Total		23	6		22.9	7.1	
Cluster Mean		2.30	0.60	Low Extent	2.29	0.71	Low Extent

Data in Table 1 reveals that the male business teachers rated four items (items 62, 65, 66 and 68) on the extent of application of school self assessment principles for secondary school improvement to a moderate extent with mean rating ranging between 2.50 to 2.78 and standard deviations ranging between 0.64 to 0.71. However, they rated 6 items (items 59, 60, 61, 63, 64 and 67) to a low extent with mean ratings ranging from 1.50 to 2.45 and standard deviations ranging between 0.51 to 0.62 the female business teachers rated all items (59 to 68) to a low extent with



mean ratings ranging between 2.00 to 2.44 and standard deviations ranging from 0.65 to 0.76. The cluster mean of 2.30 for male business teachers and 2.29 for female business teachers indicates that principals in public secondary schools in Delta state apply school self assessment principle for school improvement to a low extent. The standard deviation shows that the responses of male business teachers and female business teachers rating for each item is slim, suggesting that their responses still clustered, though there is difference in the cluster scores of 0.60 and 0.71 respectively.

Hypothesis

There is no significant difference in the mean ratings of principals and teachers in secondary school on the extent principals apply school self assessment principle for school improvement in Delta State.

Table 2: *t-test Analysis of the mean ratings of male and female business teachers in secondary schools on the extent principals' apply school self assessment principle for school improvement in Delta State*

Status	N	$\bar{X}$	SD	df	Cal. t	t-value	Decision
Principals	52	2.30	0.60	141	0.11	1.96	NS
Teachers	91	2.29	0.71				
Total	143						

Result in Table 14 show that male business teachers (52 in number) had a mean rating of 2.30 and standard deviation of 0.60, while the female business teachers (91 in number) had a mean rating of 2.29 and standard deviation of 0.71. These yielded a calculated t-value of 0.11 at 141 degree of freedom. Since the calculated t-value of 0.11 is less than the critical t-value of 1.96, the null hypothesis is accepted. Hence, there is no significant difference in the mean ratings of male and female business teachers of secondary school on the extent principals apply school self assessment principle for school improvement in Delta State.

Discussion

The findings on the research question indicated that public secondary school principals in Delta State apply school self assessment principle to a low extent. This finding may have resulted because of lack of principals awareness on the need for school self assessment. In most cases, school assessment is done by supervising agencies like the State Ministry of Education, so some principals do not understand



the need for self assessment. This finding is in agreement with Adediwura (2012) *who reported that more than half of the sampled teachers were not adequately prepare to conduct school based assessment. Adediwura also discovered that more than fifty percent of the teachers have a negative perception of the effect of school based assessment on their teaching practices and on students' learning.* Ogunnaike, Sholarin and Ezeugwa (2014) opined that school self-assessment is a means of recognizing the quality of provisions made by a school and from this early identification, formulating actions to improve provision and outcomes. Adebule and Adebule (2014) also noted that the effectiveness of a school self-review process will be determined by the process it adopts, to gauge the quality of its provision.

Furthermore, findings of the study revealed that male and female business teachers did not significantly differ in their mean ratings on the extent of principals application of school self assessment principle for school improvement. As a result of this, it becomes imperative that principals of public secondary schools are educated on the need to adequately apply school self assessment principle in order to meet school goals.

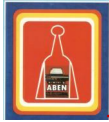
Conclusion

Based on the findings of the study, the researchers conclude that public secondary school principals in Delta State apply school self assessment principle to a low extent. It therefore becomes imperative that adequate measures are put in place to improve the application of self assessment principles for school improvement in Delta State.

Recommendations

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

1. Government should also provide funding for secondary school principals so as to enable them organize seminars, workshops and interactive session to expose teachers on the importance of school self assessment.
2. The State Ministry of Education should map out school self assessment schedules for all secondary schools in the State. The will improve the quality of teaching and learning in the schools.
3. The Ministry of education should organize in-service training programmes that will educate principals on the current trends in self assessment practices for secondary schools.



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BUSINESS EDUCATION ADMINISTRATORS' INFORMATION MANAGEMENT COMPETENCIES AND ADMINISTRATIVE ROLES PERFORMANCE IN RIVERS STATE TERTIARY INSTITUTIONS

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Abstract

This study determines the influence of Business education administrators' information management on administrative roles performance in Rivers State tertiary institutions. Three specific purposes, two research questions and one hypothesis guided the study. A descriptive survey research design was adopted for the study. The population of the study consists of 102 business educators and 62 heads of departments from Rivers State University, Ignatius Ajuru University of education, and Federal College of Education (Tech.), Omoku-Rivers State. 96 business educators who were present and willing to respond to the questionnaire and the 62 heads of departments were used as the sample of the study. Accidental sampling techniques were used to select the participants. Two questionnaires designed based on four points rating scales were used for data collection. The two instruments were face validated by two lecturers: one expert in measurement and evaluation and the other of Business Education major from Rivers State University. The reliability of the instruments was tested using test retest method. The data collected were correlated using Pearson Product Moment Correlation to obtain 0.78 and 0.82 for the two instruments which were converted to reliability index using Spearman Brown probability formula to obtain 0.72 and 0.76 respectively. Data collected for the study were analysed using mean and multiple regression analysis computed with the aid of Statistical Package for Social Sciences (SPSS) version 20.0. The findings of the study revealed that Business education administrators' information management competences significantly influence their administrative roles performance. It was also discovered that administrators performed below expectation in facilitating cordial relationship between staff and students using extra curricula activities. Based on the findings, it was recommended among others that: Business education administrators should always be exposed to more techniques and skills of information management through workshops by the central institutional authority.

Keywords: information, information management, performance evaluation



Introduction

Education worldwide is seen as the most important tool that drives citizens' participation in the socio-economic growth of their nations. The importance of education is in its capability to equip citizens of nations who are considered as the most vital resources with knowledge, skills and attitude needed to manipulate other resources in order to actualize the predetermined goals (Abdulkarim & Osiah, 2014). To educate citizens, educational institutions are established and programmes are offered to meet the manpower needs of the larger society. In Nigeria, educational institutions are classified as: primary, secondary or tertiary (Federal Republic of Nigeria, 2013). Educational institutions at the tertiary level according to Abdulkarim and Akpan (2018) include: universities, polytechnics, colleges of education, technical colleges and colleges of agriculture. It worth noting that success of any of these tertiary institutions in attaining predetermined goals of establishment rest upon the effectiveness of administration of the institution. This is based on the fact that administration as an integral part of any educational institution is geared towards the provision of conducive environment for the actualization of educational purposes (Mbuk & Akpan, 2012). Thus, the functionality of any educational programme and the attainment of its goals depends on the effectiveness its administration

Business education as an integral part of general education programmes offered at the tertiary institutions is also managed by administrators. These administrators can be referred to as Business education administrators. According to Abdulkarim and Akpan (2018), Business education administrators include the vice-chancellors, provosts, rectors who are the chief executive officers of tertiary institutions where business education is offered, as well as, the dean, heads of department and other office holders who directly or indirectly ensure the effective attainment of the programme's objectives. Olaitan in Christopher and Vincent (2014) noted that the expected roles of vocational business education administrators include but not limited to: directing the priorities of the programme, determining the means of attaining the objectives of the programme, influencing the productivity of personnel of the programme, coordinating the setup for the programme, ensuring prudent utilization of resources, assessing quality of services delivered and improving the image of the programme. Abdulkarim and Akpan (2018) also described the roles of business education administrators as: ensuring effective mobilization and utilization of human and material resources as well as, enacting and implementing necessary regulations aimed at improving the teaching and learning of business education courses, coordinating various units of the programme, and influencing the productivity of those involved in the curriculum implementation. In same vein,



Ryburn in Nwanchukwu (2012) posited that the concern of administration in educational programme is not with the arrangement of time-table, buildings and records but with the attitude of personnel to work and their relationship with students.

To effectively and efficiently perform their roles, Business education administrators need information. The information is to aid them in every aspect of their decision making, especially in evaluating the extent of goal attainment (Abdulkarim, 2019). The information needed by Business education administrators does not emanate from the sky; they are generated as a result of the day to day administrative activities driving the implementation of Business education programme. Consequently, Business education administrators are confronted with a lot of information from different sources. However, it is imperative that information at the disposal of Business education administrators be accurate and complete. Atakpa (2012) noted that there is lack of proper information needed for efficient and effective performance of administrative duties in Business education. Mhadi and Jafar (2013) opined that improper information is capable of leading to confusion and hindering performance of any educational administrator. To stimulate effective performance, Abdulkarim and Akpan (2018) noted that business education administrators need relevant, timely, accurate and reliable information in order to appraise and notify as well as to reduce uncertainty capable of hindering personnel's productivity. To guarantee accurate and reliable information, Business education administrators must be judicious about how information concerning every aspect of the programme is managed.

In the light of the above discourse, it is important for business education administrators to develop the necessary Information management (IM) competencies to assist to enable them meet their information need. Information management competencies needed by Business education administrators can best be appreciated through the understanding of the concept "competency". According to Kolibacova (2014), competency encompasses all the abilities, skills, knowledge and behaviour employees use to perform tasks in a particular working environment. In the same vein, Lotich (2019) described competency as the possession of required skills, knowledge, qualification or capacity needed to effectively and efficiently execute a given task. Therefore, information management competencies within the context of this paper is described as the skills, knowledge, attitude or capacity needed by Business education administrators to effectively and efficiently perform their everyday responsibility of information management.



The importance of Business education administrators' information management competencies to the performance of their administrative roles cannot be underestimated especially considering the enormous need for intelligence in carrying out administrative tasks. Igwe in Essien and Akpan (2014) noted that administration of educational programme requires intelligence in order to avoid conflicts that may hinder the performance of jobs in the process of performing administrative roles. Vocational business education administrative roles centre on: directing, guiding, advising and aiding personnel in utilizing available resources to perform their respective tasks (Essien & Akpan, 2014). Hence, proper information management from the foregoing discourse provides Business education administrators with the relevant information needed for effective administration of the programme. In view of the importance of information management in Business education administration, it is important that administrative roles performance be evaluated in line with their information management competencies of Business education administrators. This is because Atakpa (2012) noted that Business education administrator needs to acquire technical, interpersonal and technological competencies in order to effectively perform their functions.

Performance evaluation as a key aspect of every organization is concerned with the attainment of predetermines goals through employees' efforts either individually or collectively. Supporting this, Kolibacova (2014) opined that performance focused on attainment of established objectives. According to Micheli and Mari (2013), performance is mostly evaluated in line with the competencies possessed by employees. Thus, in this study Business education administrators' job performance will be evaluated as a function of their information management competencies.

Many studies have been conducted to examine the relationship between competencies and performance of Business education as well as on the administration of Business education. For instance, Joseph (2012) examined the accounting competencies of Business educators as a prerequisite for their job performance. The study revealed that Business educators have low competencies in accounting content, methodology and evaluation techniques. Atakpa (2012) in examining the challenges of Business education administration and supervision in Nigeria observed the lack of certain competencies amongst business education administrators as obstacles to effective Business education administration. Mwangi, Ngui and Kirori (2017) on the influence of training on employee performance in the education sector in Kenya and with specific reference to the Teacher Service



Commission. The findings revealed that there is strong positive correlation between employees' competencies (0.7) and employee performance. Abdulkarim and Akpan (2018) identified poor quality of reporting and lack of information communication technology utilization competencies as part of factors influencing the effectiveness of business education administration in Nigeria. It can be concluded from the available literature that earlier studies on competencies, job performance and administration of Business education were limited to evaluating either identifying competencies needed by Business educators or challenges affecting effective business education administration. However, none of the existing studies to the best of the researcher's knowledge has focus on Business education administrators' information management competencies as predictors of their job performance. Hence, the need such study cannot be overemphasized considering the importance of information in effective Business education administration.

Statement of the Problem

In the administration of Business education like any other education programme, there are obvious challenges emanating from improper reporting leading to information gap in information need of Business education administrators and other stakeholders such as: lecturers, and students. No wonder it is common to hear statement such as: I was not adequately informed or am not aware. The spillover effect of such negative statements can be felt when everyone is expecting some else to perform an important jobs. This frustrates the efforts of effective Business education administration and hinders success. Hence, to correct situations like this, Business education administrators need adequate information concerning every aspects of the programme. Sketches of information comes in on daily basis from different aspects of the programme, if this information are not properly managed, they may get lost in their process or become unreliable. Therefore, to safeguard the information and ensure their reliability, it is important for Business education administrators to possess information management competencies. It is for these reasons, that the present study examines Business education administrators' information competencies and how it influences the performance of their roles.

Research Questions

The following research questions guided the study:

1. What are business education administrators' information management competencies in Rivers State tertiary institutions?
2. What are the administrative roles performance ratings of business education administrators in Rivers State tertiary institutions?



Hypothesis

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

Ho1: there is no significant influence of business education administrators' information management competencies on their administrative roles performance

Method

A descriptive survey research design was adopted for the study. The survey was deemed most appropriate because it allows for self-evaluation to determine the IM competencies of Business education administrators and the use of performance evaluation questionnaire to assess their roles performance through their subordinates. The population of the study consists of 102 Business educators and 62 heads of various departments in three tertiary institutions in Rivers state namely Rivers State University, Ignatius Ajuru University of Education and Federal College of Education (Tech.), Omoku-Rivers State. The 96 Business educators who were present and willing to respond to the questionnaire as at the time of the researcher's visit were used as the sample of the study and the entire heads of departments were also used. Hence, none of the Business educators used for the purpose of this study were coerced to participate. Based on the fact that only willing Business educators participated, the researcher used accidental sampling technique.

Two instruments were designed for the study. The first is a self-assessment questionnaire on Business education administrators' information management competencies tagged "Business Education Administrators' Information Management Competencies Questionnaire (BEAIMCQ)" and the second was 'Business Education Administrators' Roles Performance Evaluation Questionnaire (BEARPEQ)". The first questionnaire contains 10 items covering competencies related to: Knowledge competencies, and Skills competencies. The second questionnaire contains 10 items related to the performance of administrative roles based on job description. Each of the questionnaires was structured based on four point rating scales of: Almost Always (AA 4 points), Frequently (F 3 points), Occasionally (O 2 points) and Almost Never (AN 1 point) for the first questionnaire and Exceed Expectation (EE 4 points), Meet Expectation (ME 3 points), Approach Expectation (AE 2 points) and Does not Meet Expectation (DME 1 point) for the second questionnaire. Each of the scales is interpreted for assessment as follows:

1. Almost Never I almost never act in this manner
2. Occasionally I sometimes act in this manner
3. Frequently I regularly act in this manner and I can provide recent examples

4. Almost Always I always behave in this way and I can illustrate with many recent examples
5. Exceed Expectation - Frequently exceeds job requirements
6. Meet Expectation - Performance is what is expected
7. Approach Expectation - Full results are not totally achieved
8. Does not Meet Expectation - Fails to meet performance expectations

Instrument 1 was filled by Heads of departments and instrument 2 by Business educators under them. The two instruments were face validated by two lecturers: one of measurement and evaluation major and the other of Business Education major from Rivers State University. The reliabilities of stability of the instruments were tested using test retest method with data collected from 10 Business educators from University of Port-Harcourt. The data collected were correlated using Pearson Product Moment Correlation to obtain 0.78 and 0.82 for the two instruments which was converted to reliability index using Spearman Brown probability formula to obtain 0.72 and 0.76 respectively for the two instruments.

Data collected for the study were tested using mean to answer the research questions and multiple regression analysis to test the null hypothesis. The multiple regression analysis is expressed as follows: Business education administrators' performance as dependent variable (BEAp), Information Management Knowledge Competencies (IMKC), and Information Management Skills Competencies (IMSC) are independent variables respectively. Hence, the model specification for the work is as diagrammatically represented below:

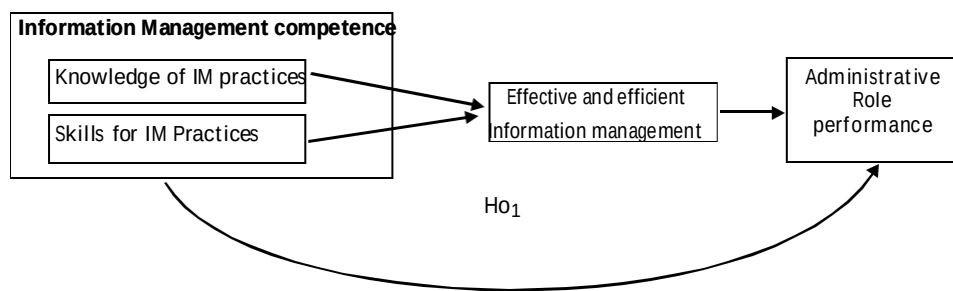
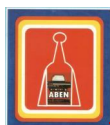


Figure 1: IM competencies as predictor of administrative roles performance

Source: Researcher's Design, 2019

In addition, prior to performing multiple regression analysis, all the assumption of linear regression was tested and no problem had occurred.

$$BEAp = \beta_0 + \beta_1 IMKC + \beta_2 IMSC + e$$



Decision Rule

For the purpose of decision relating to mean computation, mean of 2.5 and above was regarded as AA or EE, 2.00 to 2.49 was regarded as O or ME, 1.50 1.99 was regarded as For AE and below 1.50 was regarded as: AN or DME as it applies to the questionnaires respectively. The regression computation was done using Statistical Package for Social Science version 20.0. The implication is that for the interpretation of the result of multiple regression, the SPSS rule was applied.

Results

Research Question 1

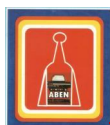
What are Business education administrators' information management competencies in Rivers state tertiary institutions?

Table 1: Summary of Mean Responses on the Information Management Competencies of Business education administrators

N/S	Application Items	AA	F	O	AN	Mean	Decision
Knowledge Competencies							
1.	I apply the policies of information management in the college	228	93	16	-	3.51	AA
2.	I maintain operational procedures during information management	24	42	94	34	2.02	O
3.	I ensure the application of best practices for information management.	176	129	18	0	3.36	AA
4.	Applies knowledge of information disaster in handling information	00	09	76	55	1.46	AN
5.	Applies knowledge of protection of information	00	120	90	10	2.29	O
Skills Competencies							
6.	Identifies sensitive information and ensure control when handling	00	84	92	22	2.06	O
7.	Sort, classify and code information	124	144	34	00	3.15	AA
8.	Maintains physical condition of records	108	159	32	00	3.12	AA
9.	Performs physical file maintenance	20	147	84	00	2.61	AA
10..	Adheres to the process of transferring information from one unit to the other	00	111	102	08	2.30	O
Grand Mean						1.96	LE

Source: Field Survey, 2019

Table 1 show that the respondents are of the opinion that they almost always apply policies of information management and best practices for information management



in handling information with mean of 3.51 and 3.36 respectively. The same respondents are of the opinion that they occasionally maintain operational procedures and apply knowledge of protection of information during information management with mean of 2.02 and 2.29 respectively but almost never apply information disaster knowledge in information management with mean of 1.46.

The results in table 1 also show that the respondents are of the opinion that they almost always sort, classify and code information, maintain physical condition of records and perform physical file maintenance with mean scores of 3.15, 3.12 and 2.61 respectively. They also are of the opinion that they occasionally identify sensitive information and ensure control in handling and adhere to the process of transferring information from unit to unit within the college with mean scores of 2.06 and 2.30.

Research Question 2

What are the administrative roles performance ratings of business education administrators in Rivers State tertiary institutions?

Table 2: Summary of Mean Responses on Business education administrators' roles Performance

N/S	Application Items	EE	ME	AE	DME	Mean	Decision
1	Ensuring effective mobilization of staff through proper course allocation for implementation	60	15	44	20	2.24	ME
2	Ensuring provision of material resources for staff carrying out responsibilities	68	21	38	19	2.35	ME
3	Enacting and implementing necessary policies aimed at improving the teaching and learning of Business education	44	42	50	12	2.39	ME
4	Coordinating various academic and extra curricula activities in the department.	44	63	40	10	2.53	EE
5	Recommending staff for training	56	30	50	13	2.40	ME
6	Communicating management memo to staff at appropriate time.	68	21	38	19	2.35	ME
7.	Providing staff with conferences fliers	96	24	26	17	2.63	EE
8	Encouraging staff participation in decision making	56	51	38	12	2.53	EE
9	Organizes academic discourse for staff improvement	88	42	14	19	2.63	EE
10.	Facilitating staff-students cordial relationship through extra curricula activities.	04	63	82	33	1.90	AE
Grand mean						2.40	ME

Source: Field Survey, 2019

Table 2 show that business educators are of the opinion that their heads of departments exceed expectation in coordinating various academic and extra curricula activities in the department, providing staff with conferences fliers, and in encouraging staff participation in decision making with mean scores of 2.53 and 2.63 respectively. The respondents are also of the opinion that their heads of departments met expectation in ensuring effective mobilization of staff through proper course allocation for implementation, ensuring provision of material resources for staff carrying out responsibilities, enacting and implementing necessary policies aimed at improving the teaching and learning of Business education, recommending staff for training and communicating management memo to staff at appropriate time with mean scores of 2.24, 2.35, 2.39, and 2.40 respectively. However, the business educators opined that their heads of departments approach expectation in facilitating staff-students cordial relationship through extra curricula activities with mean score of 1.90. When the grand mean is considered, it can be concluded that heads of departments meet expectation of their administrative roles performance.

Hypothesis 1: H_{01} :

There is no significant influence of business education administrators' information management competencies on their administrative roles performance

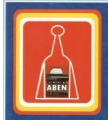
Table 3: Summary of Multiple Regression Model on the Influence of Business Education Administrators' Information Management Competencies on Administrative roles Performance

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df ¹	df ²	Sig. F Change
1	.72 ^a	.52	.495	3.28	.52	21.60	2	155	.000

a. Predictors: (Constant), IM knowledge competencies and IM skills competencies

Source: Field Work, 2019

Table 3 above shows linear regression (R) of 0.72, regression square of (R^2) of 0.52, adjusted R^2 of 0.495, the standard error estimate is 3.28. The change statistics show R^2 0.52 which means that all predictors that actually contributed significantly to the prediction accounts for 52% of the variance in Business education administrators' performance. Therefore, since the p value of 0.0001 is less than the assumed p value of 0.05, using SPSS, the null hypothesis was rejected and alternative hypothesis accepted. This means that business education administrators' information management competencies have significant influences on their administrative roles performance.



Discussion

The major finding of this study shows that business education administrators' information management competencies have significant influences on their administrative roles performance. This is because from the knowledge competencies assessed, the administrators were of the opinion that they apply policies of information management, best practices for information management in handling information, maintain operational procedures and apply knowledge of protection of information during information management which is not possible if they do not possess the knowledge of doing them. They also show their ability to sort, classify and code information, maintain physical condition of records, perform physical file maintenance and occasionally identify sensitive information and ensure control in handling and adhere to the process of transferring information from unit to unit within the college. All these knowledge and skills possessed by business education administrators contributed to their job administrative roles performance assessed by business educators under them.

These findings are contrary to the findings of Atakpa (2012) who discovered the lack of certain competencies amongst business education administrators as obstacles to effective Business education administration. It is also contrary to the observation of Abdulkarim and Akpan (2018) when they identified poor quality of reporting as part of factors influencing the effectiveness of business education administration in Nigeria. It is worth noting that the earlier studies did not primarily relate competencies to performance as done in this present study. This may be the reason why the earlier studies couldn't identify significant influence or otherwise as discovered in the present study. However, the findings are in line with the discovery of Mwangi, Nguu and Kirori (2017) in their findings which revealed that there is strong positive correlation between employees' competencies and employee performance.

Conclusions

Based on the findings of this study, it can be concluded that Business education administrators' information management competencies are significant predictors of their administrative roles performance. This is due to the fact that business educators under their watch attest to the fact that they exceeded expectation and met expectation in terms of administrative roles performance in all areas relating to their administrative roles. Hence, since the administrators possesses all the knowledge and skill competencies relating to information management assessed, it can be concluded that their performance is driven by their understanding of IM processes



and their ability to perform IM tasks evaluated. Nevertheless, the heads of departments' inability to meet expectation in facilitating staff-students cordial relationship through extra curricula activities cannot be waived away. This is because cordial relationship between staff and students under every Business education administrator will facilitate the smooth running of the program with spillover effect on the attainment of the predetermined goals.

Recommendations

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

- i. Business education administrators should always be exposed to more techniques and skills of information management through workshops by the central institutional authority.
- ii. Heads of departments of Business education should facilitate staff-students cordial relationship through the designing and implementation of extra curricula activities that involve both stakeholders such as: quiz competition, home calling events and sport activities.
- iii. Business education administrators should ensure proper information dissemination to those concerns at the appropriate time.

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PROBLEMS AFFECTING UTILIZATION OF NEW TECHNOLOGIES IN TEACHING AND LEARNING BUSINESS EDUCATION COURSES IN TERTIARY INSTITUTIONS IN RIVERS STATE

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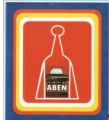
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Abstract

This study determined problems affecting utilization of new technologies in teaching and learning Business Education courses in tertiary institutions in Rivers state. One research question guided the study. Descriptive survey design was adopted for the study. The population and sample of the study was made up of 94 business educators in the three tertiary institutions in Rivers State offering Business Education. A four points rating scale questionnaire titled “perceived problems affecting utilization of new technologies in teaching and learning Business Education courses in tertiary institutions in Rivers State” with the options, very serious challenge (VSC), serious challenge (SC), minor challenge (MC) and very minor challenge (VMC) and contains 10 items was used for the study. The data collected were analyzed using mean and standard deviation to answer the research question and determine the closeness of the respondents' views. The results of the study revealed that inadequate exposure of Business educators to new technology, rapid evolvement of software, inadequate provision of new technology, lack of technical supports for new technology utilization, resistance to use new technology in teaching and learning, poor state of the provided new technology, lack of access to internet connectivity; epileptic power supply and poor knowledge of applying new technology in teaching and learning are serious challenges affecting the utilization of new technology in teaching and learning Business Education courses. It was also discovered that inadequate skills for utilization of new technology is a minor challenge affecting new technology utilization in teaching and learning Business Education courses in tertiary institutions in Rivers State. Based on the findings, it was recommended among others that: Business Education administrators in tertiary institutions should organize annual train the trainer workshop for business educators on the use of technologies to drive teaching and learning.



Introduction

New technologies in teaching and learning Business Education have become prominent discourse in many conferences and workshops. This is truth considering the number of conferences centred on new technologies in business education. For instance, the Association of Business Educators in Nigeria (ABEN) conferences of 2011, 2013, 2015, 2017 and the current one have main or sub-theme focusing on issues relating to new technology in the programme. The driving force behind this continuous attention is based on the fact that the use of technologies in Business Education is capable for making the programme accessible to large recipients and producing the needed manpower of 21st century ICT driven business world (Bolarinwa & Adeola, 2012).

The integration of new technologies in teaching and learning Business Education depends on several factors. Zhao and Cziko (2001) outlined three conditions that are necessary for the effective integration of technology in education as teachers' knowledge of the effectiveness of the technologies, teachers understanding that the use of the technologies will not interfere with attaining the course objectives, and teachers' competence to exercise controls over the use of the technologies. This means that the teachers are primary factor if effective integration of new technology in education is to be possible, hence, Business Education teachers are determining factor when it comes to effective integration of new technologies in the programme. This is why the regulatory bodies; the National University Commission (NUC, 2007), National Commission for Colleges of Education (NCCE, 2012) and National Board for Technical Education (NBTE, 2007) all emphasized the need for computer literate lecturers in their minimum standard for Business Education courses.

The application of new technologies in teaching and learning Business Education is not only guaranteed by the employment of computer literate lecturers. It is also influence by the availability of the appropriate new technologies needed for teaching and learning of the courses. Ozuruoke and Abdulkarim (2016) opined that the application of new technologies such as: internet, web 2.0, cloud computing devices, computer system and others in education is ensured through the provision of adequate functional needed technologies. However, there are other factors that can also influence the successful integration of new technologies in business education. These factors include steady supply of electricity, relevance of the technology, and proper understanding of the functionality of the technology functionality (Onojetah, 2014).



Earlier researches on availability of new technologies for teaching and learning Business Education reported mixed results. For instance, Bolarinwa and Adeola (2012) reported that computer technologies are available and being integrated in Business Education; while Egbri (2012) reported inadequate provision of essential technologies for Business education programme. Owenvbiugie and Ojewale (2014) also reported that new technological equipment needed for teaching Business Education subjects are not adequately provided. Onojetah (2014) also reported that new technologies needed for teaching and learning Business Education such as video conferencing devices, ipad, internet, intranet and business educators' blog are unavailable.

Many researchers have concentrated on the utilization of new technologies in business education. For instance, Onyesom and Utoware (2012) discovered low utilization of new technology tools in Business Education which has left a great deal of instructional and administrative functions to be done manually and traditionally. Akude and Ebenezer (2012) in their study on application of ICT in teaching and learning in state owned colleges of education in south-south, Nigeria, also discovered low utilization of ICT facilities by the lecturers. Owenvbiugie and Ojewale (2014) conducted a study on the utilization of new technology equipment in teaching business subjects in secondary schools in Oyo State. Findings from this study also revealed that the utilization of new technological equipment is not encouraging.

There are numerous researches on the problems or challenges affecting the utilization of technologies in teaching and learning as well as challenges relating to skills related to the use of technologies in Business Education. For example, Keengwe and Onchwari (2008) identified two categories of challenges affecting technology utilization education which they tagged 'external' and 'internal' barriers. The authors further external barriers to include but not limited to: lack of ICT facilities, the provision of unreliable ICT facilities, lack of technical support and other resource-related issues; while the internal barriers include but not limited to: organization internal culture, teachers' about teaching with technology, and personnel openness to change. Supporting this, Nwokocha (2004) noted that some Business educators in tertiary institutions preferred their obsolete ideas of teaching using talk and chalk method and have refused to accommodate changes in the profession emanating from new technology integration. Olajide, Afolabi, Abidoye



and Olojo (2012) discovered: inadequate funding, lack of basic technological skills among academic staff, poor power supply, lack of technology maintenance personnel, poor standard of technology equipment, and high cost of updating and procuring new technology hardware and software as the challenges hindering the successful utilization of ICT in teaching and learning. Igberaharha (2014) reported that inadequacy of qualified and experienced lecturers in the use of new technologies, epileptic electric supply, lack of continuous in service training, and being adamant of change are challenges of utilizing new technologies in teaching and learning of Business Education. Amadi and King (2018) reported that inadequate infrastructure and facilities, lecturers' fear of technological innovations, lack of access to personal computers, and erratic power supply affecting the development of technology related skills in Business Education. Consequently, it is paramount to note that if Business Education programme must produce technological savvy graduates for the 21st century labour market, lecturers must utilize new technologies in the teaching and learning Business Education course. However, a situation where utilization is found to be below expectation disturbs the mind and calls for investigation into problems affecting utilization of new technology in Business education.

Statement of the Problem

The call to embrace new technology in teaching and learning has continued to receive stakeholders' attention. Consequently, financiers of tertiary institutions in Rivers State are spending huge financial resources yearly to procure and equip Business Education programme with new technologies such as: internet, intranet, whiteboard, digital duplicating machines, video conferencing technology and other business interactive technologies, in computer laboratory, model office, and classrooms. Unfortunately, there is observable low level of utilization of the available technologies in teaching and learning business education. This prompted the question: what factors or problems are hindering adequate utilization of provided new technologies in teaching and learning business education in tertiary institutions in Rivers State. This question moderated the study to provide empirical for objective remedial actions by relevant stakeholders.

Purpose of the Study

The main purpose of this study was to determine from lecturers the problems affecting utilization of new technologies in teaching and learning Business Education courses in Rivers State tertiary institutions.



Research Question

The following research question guided the study:

- I. What are the problems affecting utilization of new technologies in teaching and learning Business Education courses in Rivers State tertiary institutions?

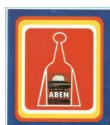
Method

The descriptive survey research design was adopted for this study. The survey research design was adopted because it attempted to elicit the opinions of respondents used for the purpose of the study. Azuka (2010) noted that when opinion of respondents are to be collected on subject matter, survey research design is the most appropriate to be used. The population for this study was made up of 96 lecturers from the three tertiary institutions offering Business Education in Rivers State. The population breaks down as shown Rivers State University, Port-Harcourt 11, Ignatius Ajuru University of Education, Port-Harcourt 57, and Federal College of Education (Tech.), Omoku 28 (Source: Nominal Roll of Academic Staff from the institutions 2019). There was no sampling technique used as the population was of manageable size. All the 94 Business Educators were used as the sample of the study.

The researcher developed instrument titled “Perceived Problems Affecting Utilization of New Technologies in Teaching and Learning Business Education Courses in Tertiary Institutions in Rivers State (PPAUNTTLBECTIRS)”. The instrument contains 10 items on a 4 points rating scale of: Very Serious Challenge (VSC), Serious Challenge (SC), Minor Challenge (MC) and Very Minor Challenge (VMC).

The instrument (PPAUNTTLBECTIRS) was subjected to validation by two experts, one expert of Educational Measurement and Evaluation, and one expert of Business Education all from Rivers State University, Port-Harcourt. The experts' comments and input were used for the modification of the final copy of the instrument, to ensure that it measures the intended attributes.

To determine the reliability Cronbach Alpha test was computed using the responses from 10 Business Education lecturers from Niger-Delta University, Bayelsa State who were not part of the study. The computation gave a reliability index of 0.86 which means that the instrument was reliable as recommended by Gill and Johnson (2010) who stated that a reliability index of 0.70 to 1 are considered to be adequate and acceptable for most research instruments. The data collected were analyzed using descriptive statistics of mean and standard deviation to answer the research questions.



Results

Research Question

What are the problems affecting utilization of new technologies in teaching and learning Business Education courses in Rivers State tertiary institutions?

Table 1: Summary of Mean Scores on the Problems Affecting Utilization of New Technologies in Teaching of Business Education courses in Tertiary Institutions

N= 96				
S/N	Items	Mean	SD	Remark
1.	Inadequate training in the use of new technology	2.75	0.46	SC
2.	Rapid evolvement of software	2.52	0.63	SC
3.	Inadequate skills for utilization of new technology	1.98	0.76	MC
4.	Resistance to use new technology in teaching and learning	2.06	0.46	SC
5.	Poor state of provided new technology	2.43	0.50	SC
6.	Lack of access to internet connectivity	2.31	0.56	SC
7.	Erratic power supply	2.28	0.63	SC
8.	Inadequate provision of new technology	2.54	0.46	SC
9.	Poor knowledge of utilizing new technology for teaching and learning	2.48	0.71	SC
10.	Lack of technical supports for new technology utilization	2.53	0.54	SC

Source: Field Survey, 2019

Table 1 shows that the respondents agreed that inadequate training in the use of new technology, rapid evolvement of software, inadequate provision of new technology and lack of technical supports for new technology utilization, resistance to use new technology in teaching and learning, poor state of provided new technology, lack of access to internet connectivity, epileptic power supply and poor knowledge of new technology for teaching and learning are serious challenges with mean scores of 2.75, 2.52, 2.54, 2.53 2.06, 2.43, 2.31, 2.28, 2.48 and standard deviation of 0.46, 0.63, 0.46, of 0.46, 0.50, 0.56, 0.63, 0.71 and 0.54 respectively shows the closeness of the respondents' views that items are serious challenges. The respondents also agreed that Inadequate skills for utilization of new technology is a minor challenge affecting new technology utilization in teaching Business Education courses with mean score of 1.98.

Discussion

The results show that inadequate training in the use of new technology, rapid evolvement of software, inadequate provision of new technology, lack of technical supports for new technology utilization, resistance to use new technology in teaching and learning, poor state of provided new technology, lack of access to internet

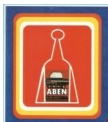


connectivity; epileptic power supply and poor knowledge of new technology for teaching and learning are serious challenges affecting the utilization of new technology in teaching and learning Business Education, while inadequate skills for utilization of new technology is a minor challenge affecting new technology utilization in teaching Business Education courses.

These findings are supported by the findings of Olajide, Afolabi, Abidoye and Olojo (2012) when the authors discovered: lack of basic technological skills among academic staff, poor power supply, lack of technology maintenance personnel, poor standard of technology equipment, and high cost of updating and procuring new technology hardware and software as the challenges hindering the successful utilization of ICT in teaching and learning. The findings are also supported with the discovery of Igberaharha (2014) who reported inadequacy of qualified and experienced lecturers in the use of new technologies, epileptic electric supply, lack of continuous in service training, and being adamant of change as challenges of utilizing new technologies in teaching and learning of Business Education. The findings are also in line with the findings of Amadi and King (2018) who reported inadequate infrastructure and facilities, lecturers' fear of technological innovations, lack of access to personal computers, and erratic power supply as challenges affecting the development of technology related skills in Business Education. However, it is worth noting that while most of these studies support the findings of this study, none of the earlier studies have reported how serious such challenges were as reported in this study. Therefore, the seriousness of the challenges identified point to the actual reason why the available new technologies in tertiary institutions in Rivers State are not utilized in teaching and learning of Business Education courses.

Conclusion

Based on the findings this study, it can be concluded that the advantages that come with the utilization of new technologies in teaching and learning Business education courses such as: the promotion of individualized instruction, the support for learners to learn at their own pace and time and the development of technological related skills demanded by today's technological oriented business world cannot be achieved through Business Education programme offered in tertiary institutions in Rivers State. This is because lecturers cannot utilize the available technologies to guarantee the advantages accruable to human capital developed through technological oriented Business education programme due to the serious challenges of inadequate training in the use of new technology, rapid evolvement of new technology software, inadequate provision of new technology and lack of technical



supports for new technology utilization which are seen as very serious challenges affecting utilization of new technology in teaching and learning Business Education courses are administrative related problems. Hence, the need to address these challenges if Business Education programme offered by tertiary institutions in Rivers State are to meet the technological oriented manpower required of today's labour market.

Recommendations

Based on the findings of this study, the following recommendations were put forward for implementation:

- i. Business Education administrators in tertiary institutions in should organize annual train the trainer workshop for business educators on the use of technologies to drive teaching and learning.
- ii. Business Education administrators should ensure the connectivity of all business educators' offices and the programme's computer laboratories to the wireless or wired internet network to encourage collaborative teaching and research in Business education.
- iii. Business Education administrators should employ technical support staff to provide technical supports and maintain new technologies meant for teaching and learning Business Education courses.
- iv. Business educators should embark on personal development programme aimed at improving their knowledge and skills for utilization of new technologies in teaching and learning Business Education courses.
- v. Business Education administrators should install solar energy as complementary source of electricity when there is power failure and generator is not standby for technology utilization.

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NEED TO INTRODUCE FORENSIC ACCOUNTING COURSES IN COLLEGES OF EDUCATION OFFERING BUSINESS EDUCATION PROGRAMMES

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Abstract

Forensic Accounting has existed for many years. Its roots can be traced back to American's prohibition days when AL Capone, one of the most famous gangsters of the 20th century was prosecuted for tax evasion with the use of a forensic accountant by the internal revenue service. In the 21st Century there is the growing complexity of business environment and growing number of business related activities given rise to heightened awareness and growing intolerance of fraudulent activities in the public and private sectors, which spur the increasing demand for forensic accountants. The purpose of this study was to examine the need to introduce forensic accounting courses in colleges of education offering business education programmes. It was recommended that NCCE should endeavour to introduce forensic accounting in curriculum contents of NCE business education programmes. The following aspects were examined; relevance of articulation of forensic accounting courses in colleges of education offering business education programmes, recommended curriculum contents of forensic accounting in colleges of education offering business education programmes.

Keywords: *Forensic Accounting; Business Education; Colleges of Education.*

Introduction

Education is a lifelong supporter of man. The quest for human survival has exposed man to discovery, invention and innovation (Shana, 2008). Forensic accounting has not been popular in many parts of the world. The growing complexity of business environment has attracted the need for articulation of forensic accounting in public and private sectors in Nigerian economy.

According to Arnoff & Jacobs (2001), forensic accounting refers to the use of accounting skills to investigate fraud or embezzlement and to analyze financial information for use in legal proceedings. In consonance, Jack & Lindquist (1985) defined forensic accounting as the application of accounting concepts and techniques to legal problems. According to them, forensic accountants investigate



and document financial fraud and white collar crime such as embezzlement, provide litigation support to attorneys and law enforcement agencies investigating financial wrongdoing.

Macmillan English Dictionary (2002) defined forensic as the use of scientific methods to solve crimes and to find out who committed them. For elaborate analysis, Larry, Heitger & Stevenson (2005) maintained that forensic accountants utilize an understanding of economic theories, business information, financial reporting system, accounting and auditing standards and procedures, data management and electronic discovery, data analysis techniques for fraud detection, evidence gathering and investigative techniques, litigation process and procedures to perform their work. He went further to maintained that forensic accountants engages in risk reduction roles by designing and performing extended procedures as part of the statutory audit, acting as advisers to audit committees, fraud deterrence engagements and assisting in investment analyst research.

Shana (2008) explained that these forensic investigators track down criminals using DNA samples, that is deoxyribonucleic acid (a substance that carried genetic information in the cells of the body), finger prints, blood stains, photos and other clues. According to him, forensic accounting sound glamorous, the field has received more attention in recent years. This is due to the rampant profile of financial white collar crimes. Beside, the federal government employs impartial forensic accountants to uncover the extent of fraud and other accounting irregularities practiced by executives and the accounting firms associated with them. In addition, Silverston & Sheetz (2007) noted that, today, many different organizations consult accountants, corporations hire accountants to investigate allegations of fraud on the part of their employees, suppliers, or customers. According to them attorneys consult accountants to obtain estimates of losses, damages and assets related to specific legal cases in many areas of the land, including product liability, shareholder disputes and breaches of contract. According to them, in criminal investigations, accountants analyze complex financial transactions such as those in stock market manipulations and price fixing schemes. They also help governments achieve compliance with various forms of regulation.

Forensic accountants are the detectives of the finance world and help to investigate fraud and the financial misrepresentation. According to Certified Fraud Examiners (CFE) forensic accountants are provided with the technical knowledge necessary to perform effective investigations. In contrast to auditors, who typically take a more consistent and standardized approach to their work, forensic accountants must



determine which areas people or functions of the organization require their attention. Because people committing fraud have hidden the evidence of their crimes, forensic accountants must look beyond the numbers and anticipate criminal actions. Some forensic accountants specialize in specific industries that are susceptible to fraud such as insurance or banking and learn the business practices associated with these fields.

Crumbly (1995), Denise (2005), Parr & Smith (2005), Dellaportas & Gilbson (2005) noted that, unlike accountant, when forensic accountants conduct audit, they are actively looking for signs of fraud. According to them, regardless of whether their assignments are criminal or civil, the forensic accountants follow basics when conducting their investigations. To their views, in the first place, they meet with a government representative, attorney or other client to learn the specifics of the alleged fraud. Then they begin their initial research and plan the logistics of the investigation. The next step is to search the records-bank statements, credit statements, journals, ledgers, database, e-mails and memos, anything that will offer a bigger picture of the financial situation. Thus, after gathering the records, forensic accountants often conduct interviews with the accused and other involved parties to get individual stories about the irregularities. To their views, forensic accountants must possess observational skills to pick up subtle links or suspicious clues that may eventually lead them to the perpetrator. Clues may include new cars bought, numerous vocations and starting additional businesses without other visible sources of capital etc. However, the usage of forensic is also applicable to other fields of life as it is in accounting.

Relevance of Articulation of Forensic Accounting Courses in Colleges of Education Offering Business Education Programmes

The National Commission for Colleges of Education, NCCE, was established by Decree No.3 of 13th January 1989, as the third leg of the tripod of excellence in the supervision of colleges of education in Nigeria. Its mandate includes, inter alia, the laying down of minimum standards for all programmes of teacher education and accrediting their certificates and other academic awards.

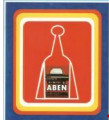
In realization of the fact that curriculum development is a continuous process, it is imperative to advise the NCCE to introduce forensic accounting courses in NCE Minimum standards documents. The forensic accounting courses will be more focused towards the attainment of the doctrine of prudence, transparency and accountability in private and public sectors of Nigerian economy.



As the society is dynamic, so do the curriculum also changes. Public sector accounting course was introduced in the Nigerian universities and polytechnics offering accounting major to take care of the growing complexity of managing government funds, its agencies and parastatals, at the local, state and federal levels. Thus, forensic accounting should be introduced in colleges of education to increase manpower development in handling monumental fraud in the Nigerian public and private sectors. Forensic accounting according to Iregbu (2008) is an advanced approach to discover scam from the boardroom to the courtroom. According to him, forensic accountants search out hidden assets in high profile, divorces and aid the government in tax evasion and fraud etc. Although forensic accounting sounds like a new career, it has been a profession since the early 20th century. During this time, the American economy was beginning to grow. It was easy for companies, and businessmen to hide sales and income to avoid paying taxes. In attempt to foil this common problem, the U.S Department of Justice created investigating unit that could specialize in handling interstate transactions. These accountants were hired to help government find income that businesses were hiding in an attempt to avoid paying taxes. www.forensicaccounting.net.

However, introducing forensic accounting courses in Nigerian colleges of education offering business education programmes is one of the aspects of accomplishing Sustainable Development Goals (SDGs). Graduates could be produced to sustain the country's development agenda. The mandate is to bridge the gap between theory and practice arising from manpower development through teaching practice in one hand and student Industrial Work Experience Scheme (SIWES) in the other. The products as forensic accountants could serve dual purpose as a teacher and be self reliant.

It is argued that business education is an important part of the total education programmed as observed on the compulsory introduction/implementation of entrepreneurship course in all fields of endeavour in Nigerian tertiary institutions. The job of the business teacher education is essential to the preparation of students as workers and consumers. The introduction of forensic accounting in colleges of education offering business education programmes signify favourable position in the teaching profession since preparation qualifies forensic accountant for either of two careers-one in business and the other in teaching. According to Akpan (1999) he is an embodiment of both what to teach and how to teach. The role and mission of the business teacher education programmes at the colleges of education is to train the necessary middle level manpower for industry, business, public and private sectors or business establishments. Therefore, there is absolute need to introduce forensic



accounting courses in colleges of education offering business education programmes.

Recommended Curriculum Contents of Forensic Accounting in Colleges of Education Offering Business Education Programmes

The success of any educational system starts with curriculum development. Azuka, Nwosu, Kanu & Agomuo (2006) noted that curriculum development describes the effort to integrate the components of learning programme in such a way that when fully implemented, the desired learning outcome will be guaranteed. At this juncture, the curriculum contents of forensic accounting in colleges of education offering business education programme is recommended below. The curriculum contents covers a 3 year duration for the students who would be awarded NCE Business Education (Accounting option). Table 1 below shows the recommended programme of studies for the NCE 1, 2 & 3 taking forensic accounting courses with *hypothetical course code, course title and credit units*.

Table 1. Programme of Studies

Year 1 First Semester		
Course Code	Course Title	Credit Units
BED 118	Introduction to Forensic Accounting I	2
Year 1 Second Semester		
Course Code	Course Title	Credit Units
BED 128	Computer Forensic	2
Year 2 First Semester		
Course Code	Course Title	Credit Units
BED 219	White Collar Crime	2
Year 2 Second Semester		
Course Code	Course Title	Credit Units
BED 227	Securities Fraud	2
Year 3 First Semester (Accounting Option)		
Course Code	Course Title	Credit Units
BED 324	Teaching Practice	6
Year 3 Second Semester (Accounting Option)		
Course Code	Course Title	Credit Units
BED 330	Banking Transactions Fraud	2

Source: Author's Field Work (2019). **Course Descriptions**



BED 118: Introduction to Forensic Accounting (2 Credit Units)

- The meaning, nature and roles of forensic accounting
- Business valuations, excessive/fictitious expenses
- Business Disputes
- Fraud, concealment and misrepresentation
- Lost income/profits
- Check kitty
- Qualities of forensic accountant.

BED 128: Computer Forensic (2 Credit Units)

- Investigations in criminal cases, civil litigations and employment proceedings.
- Computer applications
- Regression analysis
- Data management and electronic discovery
- Debugging fraud.

BED 219: White Collar Crime (2 Credit Units)

- Money laundering
- Telemarketing fraud
- Contract and procurement fraud
- Bankruptcy fraud
- Embezzlement
- Anti fraud and investigation services
- Financial institution and health care fraud

BED 227: Securities Fraud (2 Credit Units)

- Insurance claims
- Personal injury claims
- Fraud prevention and detection
- Dividend fraud and shareholder disputes
- Oil and gas fraud.

BED 330: Bank Transactions Fraud (2 Credit Units)

- ATM card fraud
- Bank charges fraud
- Loan and interest fraud
- Credit and debit card fraud
- Collateral security fraud.



Note: The following course descriptions could be introduced in the university undergraduate offering accounting education programmes.

1. Damage Assessment (2 credit units)
 - Location of hidden assets
 - Training illicit fund
 - Royalty and licensing audits
 - Gratification
 - Terrorism financing.
2. Legal System and Procedure (2 credit units)
 - Demonstrative evidence and expert testimony
 - Assessment of matrimonial disputes
 - Investigation and professional negligence claims
 - Forensic services to election petitioners
 - Director and officer liability.
3. Interpersonal Communication (2 credit units)
 - Verbal and written communication
 - Attention, analytical, integrity, objective, independence and creditability.
 - Due diligence reviews
 - Accounting procedures.

Source: Author's Field Work (2019).

Recommendation

The agencies of curriculum development as it affect colleges of education should be liberal to consider this proposal. These agencies are: NCCE and its subject panel of vocational and technical education, CESAC, NERDC, FME, the vocational and technical education teachers and the NUC inclusive.

Conclusion

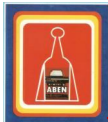
The introduction of forensic accounting in Nigerian Colleges of Education is however long overdue. Forensic accounting has contributed a lot of positive impacts in Nigerian economy. Many business disputes has been settled through the court by the aid of forensic accountants; institutional fraud discovered by forensic accounting, matrimonial disputes settled through forensic accounting, some winners of election through fraud, reverted in the law court through the aid of forensic accounting etc.

It is noteworthy that forensic accounting has touched all segments of Nigerian economy hence its need to be introduced in colleges of education so that the services of forensic accountants in near future shall be proportional to its demand.



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BUSINESS EDUCATION STUDENTS' PERCEPTION OF THE INFLUENCE OF TECHNOLOGY ON PRODUCTION EFFICIENCY OF ENTREPRENEURS IN RIVERS STATE

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Abstract

Technology has a significant influence on how 21st century entrepreneurs carry out their quotidian business operations. It has intrinsic and extrinsic; physical and abstract lucrative benefits that have the potency of accentuating the production efficiency of an entrepreneur. The crux of this empirical study was to find out the opinions of business education students on the influence of technology on production efficiency of entrepreneurs in Rivers State. Descriptive research survey design was used for the study. Two research questions were raised to guide the study. The actual population was 956 which encompasses 456 Rivers State University Students and 500 Ignatius Ajuru University of Education students in the Department of Business Education and Faculty of Business Studies respectively who have undertaken Entrepreneurship Education as a course. The entire population was adopted for the study as no sampling was done since the researchers considered the population manageable. A self-made questionnaire instrument entitled: "Business Education Students' Perception of the Influence of Technology on Production Efficiency Entrepreneurs Questionnaire (BESPTPEEQ)" was used to garner data. The instrument was duly content and face-validated by experts. The reliability test gave a coefficient of 0.89; data analysis was done, using mean and standard deviation. The researchers found out that computers, routers, smartphones, digital eye glasses, industrial machines, elevators, robots, solar panels, sensors, transport technologies and internet platforms are among the readily available technologies that are requisite for production efficiency of entrepreneurs. It was concluded that technology in entrepreneurship can systematically produce significant transformation in the areas of chains of distribution, logistics, minimum efficient plant sizes and capital required. Based on the findings made, the researchers recommended that curriculum implementers of Business Education program should lay emphasis on the principles and practices of technology in the teaching of Entrepreneurship Education as a lead to production efficiency of entrepreneurs.

Keywords: Technology, Production Efficiency, Entrepreneurs, Curriculum implementers and Business Education



Introduction

Technology affects every aspect of human and entrepreneurial endeavours. In contemporary times, technology has helped to promote the reconstruction and redefining of how entrepreneurial activities are being carried out. The holistic and effective management of entrepreneurship in Nigeria can experience a better job procedure and work efficiency via use of technologies. At the same time, technology has opened novel ways of exchanging administrative and managerial ideas, implementing program policies and allows for strategic and synergistic collaboration beyond borders.

Etymologically, the use of the term “technology” came into being in the Greek nation over some 200 years ago. As a unique and distinctive locution of the Greek historical lexicology, the vocabulary, technology which has become a household appellation in our contemporary socio-cultural, sociopolitical and socioeconomic precincts was coined from two disparate but interrelated Greek abstractions: “*Techne - Techniques*” and “*Logia Study*”. Sequel to this inkling, technology could then be explicated to mean the garnering, assemblage or cumulating of different modus, capacity, arts, facility, means or approaches in the creation of a product or in the consummation of organizational objectives such as in terms of scientific probing.

Technology is an applied science which in this instance, could be regarded to mean any activity or tool that forms, transforms or results in change of culture of a regimented group. A modern example is the rise of communication technology which has lessened barriers to human interaction and as a result, has helped to spawn novel subcultures; the rise of cyber culture has at its basis the development of the internet and the computer. Be that as it may, it could still be argued that not all technology enhances culture in a creative way; technology can also help facilitate political oppression and war via tools such as guns. As a cultural activity, technology predates both science and engineering, each of which formalizes some aspects of technological endeavour (Ohaka and Akpomi, 2018).

Similarly, it is observed that the term technology rose to prominence in the 20th century in connection with the second industrial revolution. The meaning changed in the early 20th century when American social scientists, beginning with Thorstein Bunde Veblen translated ideas from German concept of the “*Technik*” into technology. In German and other European languages, there is a distinction between “*technik*” and “*technologie*” but they are usually combined to mean “*technology*”. By 1930, “*technology*” referred not only to the study of the *industrial art* but to the



industrial artists themselves. The use of the term “technology” has changed significantly over the last 200 years. Before the 20th century, the term was uncommon in English, and it was used either to refer to the description or study of the useful arts or to allude to technical education, as in the Massachusetts Institute of Technology. In 1937, the American sociologist Read Vain wrote that technology includes all tools, machines, utensils, weapons, instrument, housing, clothing, communicating and transporting devices and the skills by which we produce and use them. Bain's definition remains common amongst scholars today, especially social scientists and engineers who usually prefer to define technology as applied science rather than as the things that people make and use (Meaning of Technology, 2018).

Certainly, technology when judiciously used in the industrial spectrum remains a significant and pivotal tool for production efficiency in contemporary entrepreneurship. Technology application and utilization in entrepreneurship brings about lucrative benefits such as; improved standard of communication between the internal (employees) and external customers (buyers of the product), reduce marketing and logistics costs, enlarge the market scope of the entrepreneur and engender other innovative tendencies. Affeldet and Silver (2013) also noted that the use of technology in entrepreneurship like the Information and Communication Technologies (ICTs) enhance production efficiency by allowing entrepreneurs understand their position in relation to their competitors, learn about customers, monitor relationships with suppliers and control strategic objectives.

In the same vein, technology is said to have a significant influence on how the 21st century entrepreneurs carry out their quotidian business operations. It has intrinsic and extrinsic; physical and abstract lucrative benefits that have the potency of accentuating the production efficiency of an entrepreneur (Delaney and D'Agostino, 2015). Following this, it could be contended that the effective and judicious utilization of technology for business operations can culminate in improved productivity in all ramifications of a business. Being a broad and expansive phenomenon, technology could be seen also as a breakthrough in science, which usually tends to bring about improved productivity for the modern day entrepreneurs when adequately utilized. The use of technology by entrepreneurs can also lead to improved productivity by making it easy for information to be shared and stored; and also decreases human error through automation; add up to a reduction in costs and an increase in business revenue (Bryant, 2017).



Thus, technology could be perceived as the application of scientific knowledge to the practical aim of human life or, as it is sometimes phrased, to mean the change and manipulation of the human environment. Also, some related theories of technology have often attempted to predict the future of technology based on the high technology and science of the time. As with all predictions of the future, however, technology is uncertain. It is predicted that in the future, technology will mainly consist of an overlapping revolution of genetics, nanotechnology and robotics with robotics being the most pertinent of the three (Meaning of Technology, 2018). However, technology can be properly defined as the meticulous and systematic application of science towards the realization and fulfillment of a given venture. These ventures are often times set for profit maximization by the entrepreneurs.

An entrepreneur could be said to be efficiently productive after using technology, when the entrepreneur has produced along the possibility frontier of the business. For the entrepreneur, production efficiency is anchored on the ability of the entrepreneur to utilize limited technological resources to attain maximum productivity. Although relatively cumbersome to measure practically, production efficiency has to do with the production of goods and services with the optimal combination of inputs to produce maximum output for the minimal cost. It involves making rational use of resources and exploring all production possibilities to the maximum. It could also involve the augmentation of the subsystems so as to achieve a complete whole (Pettinger, 2019; www.arburg.org, 2019). Fernando (2018) in his opinion also maintained that an entrepreneur can only be said to be efficiently productive if such an entrepreneur does not find another way of producing more with the same number or quantity of productive factor.

A plethora of entrepreneurs today, desire to use technology in their corporate organizations for different reasons but most especially for the purpose of economic growth and maximum productivity. It was noted in Digital Dialect Consultancy (DDC, 2014; Ojeifo, 2012), that the use of technology for production efficiency by entrepreneurs can broadly be seen and categorized into disparate levels; the high level-elite users, the medium level-middle class users and the low level users. These levels of use which could also be regarded as a defining characteristic of an entrepreneur who opts for technology utilization does not encompass expertise, knowledge, passion, exploration and lifestyle. Sequel to this, DDC (2014)



highlighted six essential defining elements of entrepreneurs that use technology as follows; (1) the participating technology user content creator, (2) the personable networker the humanist hyper sharer, (3) the experienced experimenter -the tinkerer, (4) productive learner self improver, (5) the satisfied, yet frustrated Maker-Doer and (6) Notched the spectator.

The goal of production efficiency is centered on accelerating cost-effectiveness internally and externally. However, to actually meet the demand of efficiency in production, the entire value chain and all variables should be included starting from the process of designing the product to the planning stage. This is consequent upon the fact that each individual area offers the potential to reduce unit costs on a sustainable basis by minimizing energy requirements, material input, personnel, processing time, production steps, among others. The drive for production efficiency within every organization requires interdisciplinary expertise and proficiency which should range from machine, robotic, control and process technology through to IT-networked production planning with data exchanged across all levels (www.arburg.org, 2019).

Whenever the phenomenon of production is broached, two elements come into the mind: judicious use of scarce resources and maximum productivity. This was the core essence why Standish (2010) observed that production efficiency is the activity that encompasses the objective use of resources and exploiting of the full available potential. Supporting this, Samuelson and Nordhaus (2005) asserted that production efficiency is actually the use of economic resources to produce the minimum level of satisfaction possible with given input and technology. This implies that, the determination of efficient production begins with the product design. However, the approaches concerning production efficiency should be handled wholly and entirely to enable one integrate the important function into a part thereby, ameliorating various production steps. Achieving perfect quality and output which are integral elements of production can be made realistic by adopting a precise approach when carrying out a business or entrepreneurial activity.

The word entrepreneur originated from a Latin word called: *entrepredere*, during the era of the French military in the seventh century. It is associated with the following phrases; between-taker, go-between, organiser, independent business activity,



innovative individual, among others. An entrepreneur is a person who unravels a business opportunity and takes positive advantage of the scarce resources to meet with unlimited opportunities profitably. The entrepreneur ventures into the business of organising, controlling, coordinating and directing human and material resources to achieve economic, social and financial goals of the business enterprise (Ohaka, Nnokam and Akpomi, 2018; Amesi, 2015; Amaewhule, 2014; Gangaiah and Viswanath, 2014; Ohaka, 2018; Ahmad and Seymour, 2006; AkanwaandAgu, 2005; Akpomiand Amadi, 2010).

The success and progressive development of every contemporary entrepreneur essentially relies on some factors among which are choosing the right technology. Entrepreneurs, who invest in technology and choose the path of innovation, tend to increase their market share, financial figures and overall competitiveness. Technology provides the entrepreneur with the opportunity to analyze specific data and plan the direction and destination of their business accordingly. It also provides the entrepreneur with plethora of tools which can be used to solve complex problems and plan the scalability (future growth) of the business. In this contemporary milieu, it is proven that the use of technology for digital marketing is a great tool which enables the entrepreneurs promote their products or services to the global market from the comfort of their offices or homes (Butt, 2017).

However, the objectives of using technology as an entrepreneur may encompass the following; ability to procure products with high quality at an affordable price, creation of lucrative and productive job opportunities for young school leavers and other job seekers in the labour market, safeguarding of necessary interests of the internal customers of the organization, maximization of profit to the utmost satisfaction of the producer or business owner, creation of a reliable avenue via which a country like Nigeria could contain its multifaceted socioeconomic, sociopolitical and socio-cultural challenges and finally, the provision of constitutive or essential products to satisfy the needs and wants of the target customers.

It has become obvious that technological environment actually influences entrepreneurship in disparate dimensions ranging from the way products are being marketed to the way entrepreneurs relates with the external customers. An entrepreneur with a sophisticated technological innovation can favourably compete with competitors. Technology remains a key deterministic factor of the growth and development of entrepreneurs. Technology is one of the entrepreneurs' strategically



relevant and fundamental instruments. Technology, to a reasonable degree, can ultimately influence the rational decisions of entrepreneurs concerning the direction, objectives, strategy and model of their businesses. Through technology, business ideas are sold to the public within a specified and expected period of time, usually without much difficulty. Amidst the environment of every business endeavour, technology is ranked among those uncontrollable forces that determine either the failure or success of any business. The knowledge, skills and attitude doing business are effectively handled in the Business Education programme.

Attempting to consciously explicate the meaning of Business Education, Ohaka and Bupo(2019) opined that Business Education is a program of study geared towards the acquisition of knowledge and skills needed in the world of work and in the educational spectrum. In a related development Ohaka and Onuoha (2017) added that being a core aspect of general education, Business Education is that type of education that is predicated on equipping its target audience with distinctive skills, knowledge, aptitude and attitudes requisite for occupational competence in the areas of education and business. However, Akpomi(2008) and Ohaka(2018) after a meticulous consideration of the concept of Business Education agrees that in Business Education, knowledge gaining and skill acquisition for the business and educational world constitutes an integral element.

Amidst the foregoing, it is observed that modern day entrepreneurs are still being greeted with disparate levels and dimensions of technological encumbrances. As experience may reveal, this observed trend could be sequel to the integration of technology into entrepreneurship. For instance, Conley (2010) established that the use of technology for the production efficiency of entrepreneurs is sometimes hampered by; lack of knowledge of specific technology, paucity of finance, inadequate professional training, low level of government intervention and constraints associated with technology accessibility. In the same vein, despite the fact that technology has become a common veritable tool for production efficiency in the global market by easing business operations, it still appears that some of the contemporary entrepreneurs in Rivers State are yet to be aware of these new technologies and their influence on production efficiency. However, the few who may be aware still face some challenges arising from functionality and applicability. Thus, concerned about this development, the researchers embarked on the research. Therefore, it was against this background that the following research questions were posed to guide the study;



Research Questions

The following research questions are raised to guide the study;

1. What are the opinions of Business Education students on available technologies for the production efficiency of entrepreneurs in Rivers State?
2. What are the opinions of Business Education students on the challenges of the use of technology for production efficiency of entrepreneurs in Rivers State?

Methods

The descriptive research survey design method was used for the study. The rationale for the use of research design was sequel to the fact that it actually promotes the use of questionnaire instrument for the gardening of data from a representative sample. The actual population was 956 which encompass 456 Rivers State University Students and 500 Ignatius Ajuru University of Education students in the Department of Business Education and Faculty of Business Studies respectively who have undertaken Entrepreneurship Education as a course. The population distribution is thus presented as follows:

Table 1: Population Distribution of Respondents

S/NO	Institutions	No. of Respondents
1.	Rivers State University, Port Harcourt	456
2.	Ignatius Ajuru University of Education	500
Sum Total		956

Source: Examinations and Records Offices of both institutions (2018).

The entire population was adopted for the study as no sampling was done since the researchers considered the population manageable. A self-made questionnaire instrument entitled: Business Education Students' Perception of the Influence of Technology on Production Efficiency Entrepreneurs (BESPIPEE) was used to garner data. The instrument which contained a total of 35 items was duly content and face-validated by experts in the fields of Business Education and Measurement and Evaluation. The test-re-test method was used to establish a reliability which gave a coefficient of 0.89; data analysis was done using mean and standard deviation.

Results

Research Question 1

What are the opinions of Business Education students on available technologies for the production efficiency of entrepreneurs in Rivers State?



Table 2: Mean responses of the opinions Business Education students on the technologies available for the production efficiency of entrepreneurs in Rivers State

S/N.	Questionnaire Items	N	Mean	S.D	Remarks
1.	Router	956	3.31	0.84	Strongly Agreed
2	Network switch	956	3.22	0.7	Strongly Agrees
3.	Voice over Internet Protocol	956	3.21	0.69	Strongly Agreed
4.	Desktop	956	3.47	0.73	Strongly Agreed
5.	Notebook Computers	956	2.13	1.06	Agreed
6.	Multifunction printers	956	3.39	0.74	Strongly Agrees
7.	Projector	956	3.50	0.58	Strongly Agreed
8.	Headsets	956	3.59	0.56	Strongly Agreed
9.	Internet modem	956	3.61	0.53	Strongly Agrees
10.	Smartphones	956	3.82	0.40	Strongly Agrees
11.	Tablets	956	3.25	0.80	Strongly Agreed
12.	Digital TVs	956	3.02	0.89	Strongly Agreed
13.	Robots	956	1.37	0.66	Strongly Disagreed
14.	Cell phones	956	3.74	0.46	Strongly Agree
15.	Digital eye glasses	956	2.36	1.05	Agreed
16.	Solar panels	956	2.07	0.91	Agreed
17.	E-mail	956	3.69	0.56	Strongly Agreed
18.	Elevators	956	1.51	0.66	Strongly Disagreed
19.	Particle collider spacecraft	956	1.44	0.63	Strongly Disagreed
20.	Wind turbines and grids	956	1.43	0.59	Strongly Disagreed
21.	Artificial intelligence technology	956	2.41	0.59	Disagreed
22.	Industrial machines	956	2.74	0.81	Agreed
23.	Communication satellites	956	3.50	0.73	Strongly Agreed
24.	Multimedia	956	3.54	0.66	Strongly Agreed
25.	Medical technology	956	2.13	0.72	Disagreed
26.	Transport technology	956	2.41	0.81	Disagreed
27.	Laptops	956	3.67	0.55	Strongly Agreed
Total Mean/SD			76.53	23.91	Strongly Agreed
Grand Mean/SD			72.99	23.38	Strongly Agreed

Source: Field Survey, 2019

Table 2 above shows the perception of Business Education students regarding the technologies that are available for the production efficiency of entrepreneurs in Rivers State. From the table as shown above, the respondents all agreed to the availability of the technologies except items; 5,13,18,19 and 20. This implies that the available technologies for production efficiency of entrepreneurs in Rivers State are; routers, networks, e-mail, laptops, transport technology, medical technology,



multimedia, communication satellites, industrial machines, artificial intelligence technology, wind turbines and grids, elevators, solar panels, digital eye glasses, cell phones, robots, digital TVs, smartphones, internet modern, tablets, headsets, projector, multi-function printers, notebook computers, desktop and network switch.

Research Question 2

What are the opinions of Business Education students on the challenges of the use of technology for production efficiency of entrepreneurs in Rivers State?

Table 3: Mean responses on the opinions of Business Education students regarding the challenges of the use of technology for production efficiency of entrepreneurs in Rivers State.

S/N	Questionnaire Items	N	Mean	S.D	Remarks
1.	Accessibility constraints	956	3.63	0.62	Strongly Agreed
2.	Inadequate professional training	956	3.51	0.64	Strongly Agreed
3.	Paucity of finance	956	3.70	0.47	Strongly Agreed
4.	Dearth of manpower with sufficient technological knowhow	956	3.54	0.62	Strongly Agreed
5.	Low level of government intervention	956	3.61	0.54	Strongly Agreed
6.	Non-availability of technical knowhow	956	3.53	0.61	Strongly Agreed
7.	Inadequate supervision of the use of technologies	956	3.05	0.77	Strongly Agreed
Total Mean/SD			24.57	3.50	Strongly Agreed
Grand Mean/SD			21.96	2.98	Strongly Agreed

Source: Field Survey, 2019

The results in table 3 above shows the views of Business Education students regarding the challenges of the use of technology for the production efficiency of entrepreneurs in Rivers State. The table shows a unanimous response of strongly agreed by greater number of the respondents to the questionnaire items. This means that, accessibility constraints, inadequate professional training, paucity of finance, dearth of manpower with sufficient technological knowhow, low level of government intervention, non-availability of technical know-how and inadequate supervision of the use of technologies are the perception of the Business Education students on the challenges of the use of technology for the production efficiency of entrepreneurs. This is illustrated in Figure 2 below:

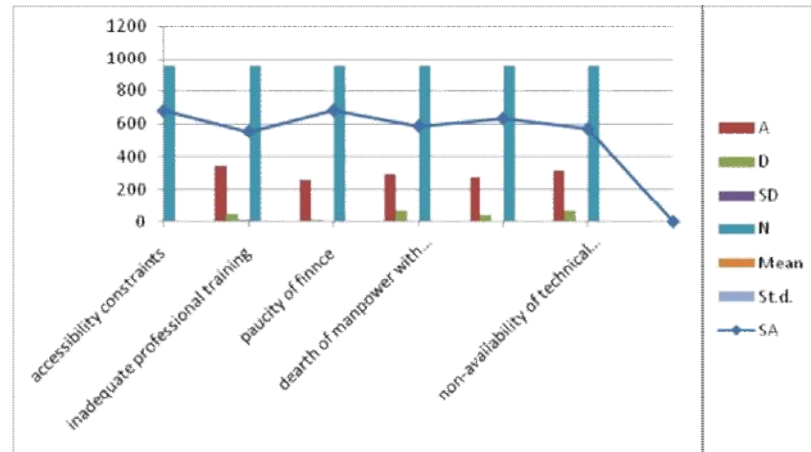


Figure 2: Chart showing the challenges faced by entrepreneurs on the use of technologies for production efficiency in Rivers State

Figure 2 above shows the chronological ranking of the challenges facing entrepreneurs in the use of technologies for production efficiency as perceived by Business Education students in Rivers State universities. From the chart, it is evident that Business Education students in Rivers State universities believe that paucity of finance is the most significant challenge faced by entrepreneurs in the use of technologies for production efficiency in Rivers State. While inadequate supervision of the use of technologies ranked the lowest. This implies that amongst other challenges, paucity of funds is a major challenge faced by entrepreneurs in the use of technologies for production efficiency in Rivers State.

Discussion of Findings

The result in table 2 shows the technologies that are available for the production efficiency of entrepreneurs in Rivers State. From the table as shown above, the respondents all agreed to the availability of the technologies except items; 5,13,18,19 and 20. This implies that the available technologies for production efficiency of entrepreneurs in Rivers State are; routers, networks, e-mail, laptops, transport technology, medical technology, multimedia, communication satellites, industrial machines, artificial intelligence technology, wind turbines and grids, elevators, solar panels, digital eye glasses, cell phones, robots, digital TVs, smartphones, internet modern, tablets, headsets, projector, multi-function printers, notebook computers, desktop and network switch. These discoveries align with that of Conley (2010), Staff Writer (2017) and Quizlet Incorporated (2019). They, amongst other things, found out that internet modern, router, network switch,



multifunction printers, robots, information technology, elevators, email, multimedia, telephone, medical technology are available technologies in today's modern world.

The results in table 3 above shows the views of Business Education students on the challenges of the use of technology for the production efficiency of entrepreneurs in Rivers State. The table shows a unanimous response of strongly agreed by greater number of the respondents to the questionnaire items. This means that, accessibility constraints, inadequate professional training, paucity of finance, dearth of manpower with sufficient technological knowhow, low level of government intervention, non-availability of technical know-how and inadequate supervision of the use of technologies are the perception of the Business Education students on the challenges of the use of technology for the production efficiency of entrepreneurs. This result is in consonance with that of Conley (2010) who identified access constraints, inadequate professional training, low level of government intervention, paucity of finance, entrepreneur disposition to the use of technology, among others as possible challenges of technology use.

Conclusions

From the foregoing, suffice it to state that it is incredibly unrealistic to expect modern day entrepreneurs to actually attain production efficiency without leveraging on the lucrative benefits of technology utilization in this digital age. This is despite the reasonable cost the entrepreneur may have to bear to realize this unprecedented feat. Furthermore, as one of the pivotal elements of in the external environment of the entrepreneur's business, technology has the capacity to dramatically alter or modify the business landscape making it realistic for the entrepreneur to produce new and improved products at affordable cost and at the same time open up novel business frontiers. In all, it is maintained that technology in entrepreneurship can systematically produce significant transformations in the areas of chains of distribution, logistics, minimum efficient plant sizes and capital required.

Recommendations

The researchers advance the following recommendations based on the findings and results of the study:

1. Government should provide professional and technical training programmes where entrepreneurs trained on the use of technology for maximum organizational productivity. This will help to enhance the confidence of entrepreneurs on the significance of technology to production efficiency.



2. There should be a critical and objective review of the current course content of entrepreneurship education as is being taught in Nigerian universities today by the National Universities commission to include the concept of technology, its usage and strategic influence on entrepreneurs' production efficiency.
3. Curriculum implementers of Business Education program should lay emphasis on the principles and practices of technology in the teaching of Entrepreneurship Education as a lead to production efficiency of entrepreneurs.
4. Contemporary entrepreneurs must see that they make the use of technology an integral part of their business culture as it will help to improve their competitive advantage and enlarge their customer base.
5. Government should provide grants and subsidies for registered entrepreneurs to enable them to boost their product delivery through technological involvement.

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ASSESSMENT OF QUALITY OF OTM PROGRAMME IN COLLEGES OF EDUCATION TOWARDS MEETING ENTREPRENEURSHIP DEVELOPMENT NEEDS OF DELTA STATE

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Abstract

The need to improve the entrepreneurship development so as to reduce graduate unemployment necessitated this study to determine assess the quality of OTM programme in Colleges of Education towards meeting entrepreneurship development needs of Delta State. Two research questions and one null hypothesis guided the study. The study adopted survey research design and the population of the study comprised 107 (OTM lecturers were used for the study without sampling. Structured questionnaire which was validated by three experts in the field of OTM and Measurement and Evaluation was used for data collection. The reliability of the instrument was established using trial testing and analysis carried out using Cronbach alpha method yielded correlation coefficients of 0.89 and 0.77 for clusters B1 and B2 with overall value of 0.83. Mean and standard deviation, and t-test were used for data analysis. Findings showed that there are competent OTM lecturers in Colleges of Education for meeting entrepreneurship needs of Delta State. However, instructional resources in OTM departments in these colleges are inadequate. Based on the findings, the researcher recommended among others that; efforts should be made by relevant authorities to provide adequate instructional facilities and equipment to ensure quality of OTM programmes and adherence to NCCE minimum stipulations

Keywords: Quality, OTM Programme and Entrepreneurship Development Needs

Introduction

Entrepreneurship is globally acknowledged as an instrument for achieving economic growth and development through employment creation. Consequently, entrepreneurship development is emphasized in parts of the world such as USA, UK, Canada, Japan and China among others. In a country like Nigeria where unemployment and poverty are endemic, the need for entrepreneurship development cannot be undermined. According to Ken (2013), entrepreneurship is a persons' ability to translate ideas into action. It encompasses creativity, innovativeness as well as ability to plan and direct action towards the achievement of goals. Contributions of



entrepreneurship are quite obvious and visible in economic transformation, poverty reduction and most importantly, reduction in the rate of youth unemployment. This is why Nigerian government emphasizes entrepreneurship as a means of addressing the high level of unemployment and poverty rate among the citizens by making them job and wealth creators (Unachukwu, 2009).

Entrepreneurial development requires training of youths to acquire relevant knowledge and skills for identifying opportunities or needs in the environment, mobilizing needed resources, starting the enterprise and suitably applying the resources for its survival and growth. This is why the Federal Republic of Nigeria (FRN, 2013) emphasized the acquisition of appropriate skills, abilities and competencies, (both mental and physical) as equipment for individuals to live in and contribute significantly to the development of the society. The need to equip Nigerian graduates with vocational skills for self-employment necessitated the incorporation of business education into the education system right from the secondary school for a gradual skill and competency development.

Business education represents a broad discipline in tertiary institutions. It is a programme of study that equips individuals with accounting knowledge, office management and technology skills, and broadens ideas towards how their chosen career functions. One remarkable characteristic of business education programme according to Abdulkadir (2011) is that, its products can function independently as self-employed and employers of labour. In other words, graduates of business education are expected to have acquired adequate attitudes, knowledge and skills in business activities for entrepreneurship usage. Office Technology and Management (OTM) programme is an aspect of business education programme offered in Colleges of Education Polytechnics and Universities (Olumese & Ediabonyia, 2016). Okoro and Amagoh (2008) defined OTM as an efficient, effective, productive and functional educational programme that leads to self-employment, self-reliance and self-actualization. OTM focuses on combining office information technical skills with adequate and relevant business knowledge in providing solutions to organizational problems (Ojo & Akhademe, 2016). The OTM programme is designed to equip students with office skills for employment in various fields of endeavour. In fact, the objectives of OTM programme include: to equip the students with knowledge, competencies and specific skills to enable them to successfully hold positions as secretaries, managers and administrative assistants in both public and private sectors of the economy. It also exposes students to industrial experience thereby affording them the opportunity to practicalize their skills, and to develop in the students an occupational intelligence that will make them versatile and adaptable to the changing situation in the world of work.



For objectives of OTM programme to be realized, there is need to ensure the quality of its delivery. In other words, there should be a well implemented OTM programme which will pave the way for effective and efficient training of students to meet the entrepreneurship needs of 21st century. Quality is a standard of something or programme as compared to other things (Rotua, 2017). That is, the degree of goodness or excellence. Okoro (2013) opined that quality is the totality of features and characteristics of a product or services to satisfy stated or implied needs. In line with the above definition, Ezeji and Onoh (2008) stated that the quality of business education programme (OTM programme) at tertiary levels is linked to the quality of curriculum contents or components, quality of OTM lecturers and instructional resources found in the departments.

The quality of OTM lecturers needs to be assessed in order to maintain effectiveness and efficiency in the programme delivery. OTM lecturers have to possess different qualities and competencies to be able to train students to acquire entrepreneurship skills needed for self-employment upon graduation. From the foregoing, it is pertinent to deduce that the quality of OTM lecturers includes effective and excellent teaching that improves students' acquisition of adequate knowledge, skills and competencies that meet entrepreneurship needs. The quality of a lecturer entails the lecturer mastering the subjects matter, possessing classroom management and evaluation competencies, and using effective instructional strategies to meet students' learning needs.

In support of Amor (2010)'s view, Inegbedion, Njoku, Ekpenyong, Umoru and Liadi (2008) posited that the quality needed by business education lecturers (OTM lecturers inclusive) include: entrepreneurship quality since they are prepared for both teaching and business, innovativeness, focused, foresight, ability to solve educational problems, good human relations, technically competent, dynamic, risk taker, A good time manager, belonging to a professional Association, adequately trained to handle assigned courses, engage in research, and attend conferences and seminars. Inegbedion, Njoku, Ekpenyong, Umoru and Liadi averred that the quality of a business education lecturer must be certified as possessing the qualification of business education from a recognizable institution, ability to stand the test of time, be able to undergo training and retraining and be able to venture into new areas in business education-entrepreneurship education, computer education, and willing to accept change.

Accordingly, the Federal Republic of Nigeria (FRN, 2013) posited that there is need to improve the quality of lecturers (OTM lecturers inclusive) because lecturers' effective delivery is an important determinant of students' outcomes. This implies



that an OTM lecturer with low or insufficient quality will not be effective in the professional practices which can hinder students' acquisition of relevant entrepreneurship skills. It therefore means that, the quality of instruction received by OTM students depends on the quality of OTM lecturers.

Additionally, Instructional resources for OTM programme in tertiary institutions are listed in the curriculum and course specifications by National Commission for Colleges of Education (NCCE) in line with the number of equipment and students to use it at a particular lecture period. It is through these facilities that the lecturers carry out instructional activities for the students. Okolocha and Ihionkhan (2015) pointed out that to ensure optimum teaching and learning of OTM courses under the best of conditions, OTM departments are expected to be adequately and sufficiently provided with requisite instructional resources. Where the instructional facilities are lacking or inadequate, effective teaching and learning of OTM courses may not take place which could lead to poor academic performance. *Some of the recommended instructional resources* include: computers, internet facilities, multimedia facilities, telecommunication facilities, library as well as slides. OTM lecturers need modern instructional resources to be available and adequate in the department for utilization in improving training of students. However, it is regretful that the teaching tools, ICT facilities and equipments in OTM departments and laboratories appear to be in shambles and do not simulate the real world situation which they are meant to emphasize. Regrettably, during accreditation exercise ICT facilities and some other equipment are hired by some clever institutions to make up their studios, laboratories and model offices to look ideal and up to date; and to enable them earn full accreditation for the courses. These facilities are returned to their owners immediately after the exercise is over. This situation according to Nwazor and Nwaukwa (2015) does not enhance the quality of OTM programme.

In Delta State Colleges of Education, OTM courses are offered to students to enable them become self-reliant on graduation. However, ownership of institution could influence lecturers' opinion on quality of OTM programmes towards meeting entrepreneurship needs of Delta State (in consequence of evident differences in funding, staffing, physical facilities and equipment of the institutions based on ownership).

Entrepreneurship development currently is being giving attention in various higher institutions in Nigeria. In the department of Office Technology and Management programmes run by some institutions in Nigeria, especially polytechnics, Introduction to Business and Small Scale Business management are taught along



with the three Entrepreneurship Development Education Courses, viz: EED 126 Introduction to Entrepreneurship; EED 216 The Practice of Entrepreneurship and EED 413 - Entrepreneurship Development. All these courses are aimed towards the acquisitions of practicable skills and office competencies for self-actualization. According to Asuguo in Esene and Mgbonyebi (2015) Entrepreneurship education has been gradually accepted as {a set of} unique courses now offered and taught among higher education institutions in Nigeria aimed at equipping students with skills and competencies to make them self-reliant and employer of labour on graduation.

In Office Technology and Management Programmes, one of the grand objectives of the programme as stated by the NBTE (2004) Office Technology and Management Studies Curriculum/Course Specifications is to create general entrepreneurship awareness in the students with a view to inculcating in them the spirit of self-reliance. Office Technology and Management is a work-oriented educational programme which aims at acquisition of skills, development of skills, competencies, attitudes and attributes to be able to function effectively in millennium offices. A cursory look at the curriculum content therefore revealed that some entrepreneurship skills and office competencies are developed for effective and efficient job performances in the office. Ihimekpen, Crossdale and Amaehule (2015) posited that OTM programme aims at developing entrepreneurship skills of students such as personal skills, technical skills and Professional skills among others. According to Ezeahurukwe and Ameh (2017), the OTM programme enables the OTM students to acquire certain vital skills which are required for entrepreneurial success. These skills include: human relations, risk management, time management, independence, creativity and innovativeness, persistence and perseverance skills.

According to a study carried out by Ejeka and Mgbonyebi (2016) on achieving quality assurance in Office Technology and Management Programme in Delta State Polytechnics. The study revealed that OTM is a programme of study meant to help its entrant to acquire relevant knowledge in office skills and competencies for self actualization and sustainability. Agholor (2019) in a study on office technology and management educators' self-appraisal on information and communication technology competencies, revealed that polytechnic OTM educators in south-south geo-political zone of Nigeria considered themselves competent in data processing and desktop publishing. However, they considered themselves fairly competent in webpage design. Similarly, Amiaya (2013) carried out a study on adequacy of information and communication technology resources for office technology and management programme In Delta State polytechnics. The findings showed that available ICT resources such as e-mail are fairly adequate; computer, uninterrupted



power supply, local area networking and ICT support personnel were somewhat adequate while other items listed as available such as projector, teleconferencing, cybercafé, among others, were rated inadequate. The findings also revealed that, there was no significant difference between the mean responses of lecturers and students on ICT resources available for OTM programme. Additionally, Esene (2013) reported that since the emergence of the National Board for Technical Education (NBTE) as a federal education parastatal in January 1977, quality assurance in terms of contexts, inputs, processes and products (CIPP) of Polytechnic Education in Nigeria has improved significantly and tremendously. Furthermore, Ihionkhan and Braimah (2017) assessed the use of instructional resources and utilization of OTM programmes at the Polytechnics in Edo and Delta States of Nigeria in relation to the standards stipulation by the National Board for Technical Education (NBTE). The study found among others that; equipment and supplies in office practice and model laboratories were grossly inadequate in all the polytechnics. The respondents did not differ significantly in their mean ratings on utilization of the available instructional resources.

Statement of the Problem

Recent development in the Nigerian OTM programme in Colleges of Education seems to indicate that all is not well as expected with the quality of the programme. The scenario appear more worrisome when viewed against the background that OTM programme was incorporated into the business education system to equip its students with relevant skills for gainful employment or self-employment upon graduation. It could be deduced from the present state where graduates of OTM cannot secure meaningful job or become self-employed that the programme is not meeting its expectations in terms of quality teaching and services. The inability of OTM graduates to apply their knowledge and skills to improve their daily lives or generate gainful employment is causing them to question the very essence of the programme offered to them. Similarly, employers of labour doubt the quality of trainings offered to students by OTM lecturers. This may be linked to the quality of OTM lecturers and instructional resources in the department. Similarly, OTM lecturers in Colleges of Education appear to be worried about their own quality in making OTM programme recognized and accepted. The problem of this study is that OTM programme was established in Colleges of Education to equip students with relevant knowledge and skills for gainful employment or self-employment on graduation, however, the high rate of unemployment among its graduates in Delta State instill doubts in the minds of stakeholders about the quality of the programme in Colleges of Education. However, there seems to be scarce empirical evidence on the quality of OTM programme in Colleges of Education in Delta State. It is this gap in literature that this study sought to fill.



Research Questions

The following research questions guided the study;

1. What competencies do OTM lecturers in Colleges of Education possess for meeting the entrepreneurship needs of Delta State?
2. What is the adequacy level of instructional resources available in OTM departments in Colleges of Education for meeting the entrepreneurship needs of Delta State?

Hypothesis

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

1. There is no significant difference in the mean ratings of OTM lecturers in Colleges of Education on competencies possessed for meeting the entrepreneurship needs of Delta State based on ownership of institution (Federal/State).

Method

This study was carried out using the descriptive survey design. The study covered federal and state Colleges of Education that offer OTM programmes in Delta States. There are four colleges in Delta State namely College of Education, Agbor with 22 lecturers, College of Education, Warri with 23, Delta State College of physical Education Mosogar with 16 lecturers and Federal College of Education (Tech.) Asaba with 46 OTM lecturers. The population of the study consisted of 107 OTM lecturers in the Colleges of Education in Delta State. The population was not too large, it was manageable. Therefore, the entire population was studied without sampling. Structured questionnaire developed by the researcher and titled “Assessment of Quality of OTM Programme towards Meeting Entrepreneurship Needs (AQOTMP-TMENS)” was used to collect data from respondents. Section A of the instrument contains one item on the background information of the respondents bothering on ownership of institution while section B contains two clusters B₁ and B₂ according to the research questions with 7 and 10 items respectively. The instrument on clusters B₁ was structured on a four point rating scale of Strongly Agreed (SA), Agreed (A), Disagreed (D) and Strongly Disagreed (SD) while that of B₂ was structured on a four point rating scale of Highly Adequate (HAd), Adequate (Ad), Lowly Adequate (LAd) and Not Adequate (NAd). Face validity of the instrument was determined by two experts in the field of Office Technology and Management and one in the field of measurement and evaluation.



The reliability of the instrument was calculated using Cronbach Alpha formula which yielded correlation coefficients of 0.89 and 0.77 respectively with overall values of 0.83. The researcher administered the instrument personally to the respondents in their offices with the help of three research assistants and 98 copies of the instrument were correctly filed and returned. Data collected for the study were analyzed using mean and standard deviation for the two research questions and t-test for testing the hypotheses at 0.05 level of significance. A null hypothesis was accepted where the p-value is greater than or equal to 0.05 alpha level otherwise, the null hypothesis was rejected.

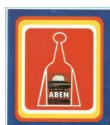
Results

Research Question 1

What competencies do OTM lecturers in Colleges of Education acquired for meeting the entrepreneurship needs of Delta State?

Table 1: Respondents' mean ratings and standard deviation on the competencies acquired of OTM lecturers for meeting entrepreneurship needs (N =98)

S/N	Items on Teacher Competencies	$\bar{X}$	SD	Remarks
	I have acquired the ability to:			
1	demonstrate mastery in teaching students entrepreneurship skills	3.19	0.85	Agreed
2	use varieties of instructional strategies (discussion, group work, lecture, labs, technology) in teaching students entrepreneurship skills	2.51	0.91	Agreed
3	arouse students' interest in small scale businesses by relating to previous learning, throwing a new idea and questioning	3.05	0.78	Agreed
4	maintain classroom discipline to improve instructional delivery during entrepreneurship classes	2.90	0.89	Agreed
5	use delivery trolley, and facsimile reproduction for teaching students how to send and receive documents	1.78	0.78	Disagreed
6	properly and uses drop box and grade centre to collect students works on online business plan development	2.17	1.05	Disagreed
7	use of instructional software (tutorials, drills and practice) to helps students' entrepreneurial skill acquisition	3.44	0.69	Agreed
8	take dictation at 120 wpm, dictate passages fluently at the proper syllabic intensity and use the dictating machines to teach students shorthand skills	1.82	1.12	Disagreed
9	demonstrate knowledge of management information system, Records management, professional career development so as to teach students records management competencies	2.84	0.87	Agreed
10	operate Desktop, Palmtop, Video machine, Teleprinter and Handset as regards to teaching students ICT skills	3.35	0.78	Agreed



Data in Table 1 reveal that out of 10 competencies listed, OTM lecturers agreed that they have acquired items 1, 2, 3, 4, 7, 9 and 10 with mean scores ranged between 2.51 to 3.44 while they disagreed on items 5, 6 and 8. This indicates that there is quality of OTM programme in Colleges of Education in Delta State in terms of teaching competencies. Standard deviations for all the items are within the same range showing that the respondents are not wide apart in their ratings.

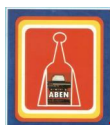
Research Question 2

What is the adequacy level of instructional resources available in OTM departments in Colleges of Education for meeting the entrepreneurship needs of Delta State?

Table 2: Respondents' mean ratings and standard deviation on the level of adequacy of instructional resources available to OTM lecturers for meeting entrepreneurship needs (N =98)

S/N	Modern technologies	X	SD	Remarks
11	Computers (laptop, desktop, ipads) to aid instructional delivery	3.50	0.61	Highly Adequate
12	Digital projector to aid teaching	2.28	1.02	Lowly Adequate
13	Interactive Radio to enhance teachers professional practices	2.38	0.96	Lowly Adequate
14	Internet for sourcing of information	2.49	0.82	Lowly Adequate
15	Public address system to make teaching easier	1.45	0.17	Not Adequate
16	Interactive white board (WWB)	2.40	0.80	Lowly Adequate
17	Video camera to aid teaching	1.44	0.34	Not Adequate
18	Video tape instruction for easy instructional delivery	2.42	0.72	Lowly Adequate
19	Virtual Lab for use by lecturers to meet for information needed	1.49	0.82	Not Adequate
20	Photocopier to duplicate documents	3.57	1.05	Highly Adequate
21	Bidding Machine	1.38	0.52	Not Adequate
22	Laminating Machine	1.70	0.80	Not Adequate
23	Fax Machine	1.38	0.52	Not Adequate
24	Electronic desk calculators	2.48	0.91	Lowly Adequate
25	Scanning Machine	1.43	0.62	Not Adequate

Data in Table 2 show that out of 15 instructional resources listed, respondents rated items 11 and 20 highly adequate with mean scores ranged between 3.50 and 3.57, six items are rated lowly adequate with mean scores ranged between 2.28 and 2.49 while the remaining seven items are rated not adequate. 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 ratings of OTM lecturers in Colleges of Education on competencies acquired for meeting the entrepreneurship needs of Delta State based on ownership of institution (Federal/State).

Table 3: Summary of t-test analysis of OTM lecturers in federal and state Colleges of Education competencies acquired for meeting entrepreneurship needs

Ownership of Institution	N	X	SD	df	P-value	Decision
Federal	62	44.70	2.92	96	0.06	Not Significant
State	36	43.30	2.79			

Data in Table 3 shows that the p-value of 0.06 at 96 degree of freedom is greater than the criterion value of 0.05 ($P\text{-value} = 0.06 > 0.05$). This means that there is no significant difference in the mean ratings of OTM lecturers in Colleges of Education on competencies acquired for meeting the entrepreneurship needs of Delta State based on ownership of institution. Therefore, the null hypothesis was accepted.

Discussion of Findings

Findings of the study revealed that there is quality of OTM programme in Colleges of Education in Delta State in terms of teaching competencies. The findings showed that out of 10 items listed on competencies, OTM lecturers agreed that they have acquired seven of the competencies while they disagreed on three items. This finding of this study agrees with the findings of Nnaji and Hauwa (2019) which showed that business educators (OTM lecturers inclusive) have competency to select, develop, adapt and use instructional strategies, materials and equipment. In agreement, Agholor (2019) reported that OTM lecturers in polytechnics in south-south Nigeria considered themselves competent in the use of ICTs for instructional delivery. The findings of this study was in agreement with the earlier study of Okoro (2011) which reported that in teaching office application courses teachers need the knowledge of subject matter. Akarahu (2011) and Ekpenyong (2010) supported these statements when they said that competencies are important for developing entrepreneurship skills and attitude among students, and that information communication and technology knowledge is important in the 21st century teaching also, business education prepares students with necessary competency for the world of work.

Similarly, Nwabuofo and Akasi (2016) and Ezenwafor (2011) who found that business educators (OTM lecturers inclusive) in tertiary institutions were competent in subject knowledge and adequately utilize same in training students. Possession of



these competencies will enable business educators equip students with entrepreneurship skills which will help students to set up small and medium enterprises and manage them effectively on graduation. Nwabufo and Akasi's study further revealed that OTM lecturers are competent in understanding the depth of entrepreneurship skills to be taught students, have knowledge of entrepreneurship course contents, have ability to use appropriate teaching methods in teaching entrepreneurship courses, and possess good general knowledge of entrepreneurship courses. This disagrees with the finding of Ajah (2011) who reported that many of OTM lecturers were not capable of teaching ICT courses due to the shallow depth of ICT competencies they acquired during their training. However, Adebayo (2014) observed that competency update among OTM lecturers was on the increase as many have embarked on one form of programme or the other. This could be responsible for the different view-points of authors mentioned above. The findings also revealed that there was no significant difference in the mean ratings of OTM lecturers in federal and state colleges of education on competencies acquired for meeting entrepreneurship development of Delta State. It could be that OTM lecturers in both federal and state colleges recognize the importance of possessing competencies in order to adequately equip students with entrepreneurship skills.

The findings of the study disclosed that instructional resources in the OTM departments in Colleges of Education in Delta State are inadequate. The findings of the study concurs with that of Amiaya (2013) who revealed that there were not enough ICT facilities for effective implementation of OTM programmes. This supports the earlier findings of Ojukwu (2009) who noted that some polytechnics are of the view that there are not enough ICT resources to competently deliver ICT-related new courses in OTM programme being implemented nation-wide. Ihionkhan and Braima (2017) reported that equipment and supplies in office practice and model laboratories were grossly inadequate in all the polytechnics. These findings align with the opinion of the researcher that inadequacy of ICT facilities hinders effective teaching and learning of OTM courses.

Conclusion

The quality of OTM programme (both human and material) in Colleges of Education is paramount for equipping students with entrepreneurship skills for self-employment upon graduation. Based on the findings of the study therefore, it could be concluded that there are competent OTM lecturers in Colleges of Education in Delta State. However, instructional resources in terms of facilities for OTM at the Colleges of Education in Delta State are not adequate relative to schools. However,



this may have affected the preparation of students of these colleges over the years and performance of the graduates in entrepreneurial ventures.

Recommendations

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

1. Efforts should be made by relevant authorities to provide adequate instructional facilities and equipment to ensure quality of OTM programmes and adherence to NCCE minimum stipulations.
2. OTM educators in Colleges of Education in Delta state should see the need to update their knowledge and competencies in their job to keep them professionally relevant and up to date.
3. The National Commission for Colleges of Education (NCCE) should review the OTM curriculum at least every five years.
4. More entrepreneurship courses should be incorporated into OTM curriculum to enhance the development of entrepreneurship in Delta State.

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PERCEIVED CHALLENGES OF INTEGRATING MODERN TECHNOLOGIES IN TEACHING AND LEARNING BUSINESS EDUCATION COURSES IN RIVERS STATE UNIVERSITIES

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Abstract

This study assessed perceived challenges of integrating modern technologies in teaching and learning Business Education courses in Rivers state universities. Three objectives, research questions and hypotheses guided the study. The study adopted a descriptive survey design, and the population was eight hundred and sixty four (864) respondents. Taro Yemene formula was used to determine a sample size of four hundred and fifteen (415) respondents from the study population covering Business Education lecturers and final year students of Rivers State University and Ignatius Ajuru University of Education. The instrument for data collection was two sets of self-structured questionnaire titled questionnaire for Lecturers on Perceived Challenges in Integrating Modern Technologies in teaching Business Education Courses (PCIMTTBEC) and questionnaire for students on Perceived Challenges in Integrating Modern Technologies in learning Business Education Courses (PCIMTLBEC). Five point rating scale of Very High Extent to Very Low Extent for research question one and Strongly Agreed to Strongly Disagreed for research question two and three was used to elicit information from the respondents on the questions posed in the study. Cronbach Alpha reliability co- efficient method was used for reliability test which yielded 0.76 and 0.79 for lecturers and students. Mean and Standard Deviation were used to analyze the research questions while z-test was used to test the hypotheses. Findings from the study revealed that insufficient modern technological equipment, lack of lecturer's interest in use of modern technologies integration, lack of constant power supply, maintenance and technical problems are the major challenges affecting the integration of modern technologies in universities. Based on the findings, conclusions and recommendations made among others includes that for modern technologies to be integrated into teaching and learning effectively, government should ensure proper training and retraining of business education lecturers and provide relevant modern technological tools and facilities.

Keywords: Challenges, Teaching, Learning, Business education, Modern technologies.



Introduction

Modern technologies are those contemporary instructional materials that are capable of processing, storing, printing, retrieving, communicating, connecting, transmitting, transforming, accessing, disseminating information in an accurate and faster manner to both the teachers, students and the society at large. The term "modern technology or technologies" according to Jegbefume, Utebor and Kifordu (2014), originated from earlier terms such as information technology (IT) and information and communication technology (ICT), which deal with accessing, gathering, manipulating and making available or communicating information. Modern technologies are simply an advancement of old technology. The impact of technology in modern life is immeasurable, because we use technology in different ways which at times, do more damage than good in the way we implement it. Modern technologies have brought a lot of changes in the way things are done nowadays. It has succeeded to change the way our society operates, learns, communicates, conducts business and even carry out day to day activities. Modern technologies are made up of information and communication technology (ICT), represented by several tools like computers, internet, general system of communication (GSM), world-wide web (WWW), teleconferencing and video conferencing devices. Others include; smart board, e-learning centre, search engines, goggle, e-library and projectors (Ebisine, 2011). Other new technologies areas are; Course management system, instant message (IM), Podcast, blogs, E-portfolio , Zoetrope (collect and manage research), Collaborative Authorizing, Social Network tools and Book-marking tools. It also includes multimedia that combines sounds, images graphics and video that are used in the teaching and learning process.

Onyesom and Utoware (2012) posited that; the emergence of modern technologies in teaching and learning has revolutionized the entire education system. Integrating modern technologies into the classroom instruction means more than just teaching basic computer skills. It entails four key components of learning; active engagement, participation in groups, frequent interaction and feedback, and finally connection to real world experts. Many institutions fail to integrate modern technologies into teaching and learning. There is general shortage of skilled manpower to manage modern technological equipment/facilities effectively in higher institutions. Without experts to handle these facilities, some of them will be rendered redundant and this obviously, can jeopardize the efforts of users. In some cases where equipment is available, the technicians to handle them are either not available or incompetent to operate it. Training and re-training of the academic and supportive staff is not regularly carried out to update their knowledge. Also, resistance to change by some lecturers is a great problem to technology development. It has also been noted that



the ever-present problem with the Nigeria lecturers is their resistance to change. *Poor policy implementation, lack of maintenance culture, corruption in education system, poor students background before admission and unqualified teachers are some of the challenges of integrating modern technologies in teaching and learning Ukata and Silas-Dikibo (2018).* Despite the change in the educational systems all over the world, some Nigerian lecturers still prefer to hold on to their traditional methods of doing things. Their failure to embrace the latest skills, methods and techniques of carrying out research work, negatively impact on their research capability. However, effective integration requires a transformation process where all stakeholders are involved to re-examine their existing structures and practices. If universities and colleges are to successfully adopt the use of modern technologies for teaching and learning, many more than minor adjustments in current practice will be required. Indeed, the effective use of technology requires a revolution in thinking about teaching and learning.

The challenges of improving the use of modern technologies in teaching and learning show that there is lack of well-articulated educational policy by the Nigerian government. More attention is given to other sectors than to education. These posing challenges are discussed below:

One of the consequences of poor funding of education is dilapidated infrastructure. Modern technological infrastructure in institutions of higher learning is grossly inadequate and generally weak. There is a dearth of modern equipment, the old ones when available, are no longer serviceable because the manufacturers have long fazed them out of their production lines. Network studios, E- libraries, desktop/laptops are ill-equipped and obsolete, educational facilities are difficult to replace if not impossible.

The prevalent epileptic power supply cannot support the use of modern technological tools for teaching and learning. Poor electricity supply in the country is endangering the growth of the critical sectors of the economy in which the education sector is not singled out. In the education sector, only a trickle of daily electricity production reportedly goes in to the country's 93 higher institutions of learning (Odiegwu, 2009). The situation is still the same today and has no doubt, rendered modern technological equipment dysfunctional especially the ICT systems- The results and effects is that some tertiary institutions engage the use of generators which on their own, are expensive and environmentally unhealthy.

It is important for all stakeholders in the institution to know the existing modern technological facilities and services and their importance in relation to their specific



tasks. Lack of awareness goes along with attitude. Positive attitude towards modern technological tools should be widely recognized as a necessary condition for their effective implementation. Active involvement of all stakeholders in the implementation process is a key to addressing awareness and attitude problem. This can be achieved by organizing awareness programmes, visits to similar institutions that have succeeded, trainings and retraining can contribute to raise the awareness and change the attitude of stakeholders towards facilities and services.

The commitment and interest of the top management and other leaders at every level is the most critical factor for successful implementation of the use of modern technologies. Administrative support is critical to the successful integration of modern technologies into teaching and learning processes. Administrators can provide the conditions that are needed, such as incentives and resources. Administrators themselves must be competent in the use of the technology, and they must have a broad understanding of the technical, pedagogical, administrative, financial, and social dimensions of modern technologies in education.

Technical support is an important part of improving the use of modern technologies. This includes issues like installation, operation, maintenance, network administration and security in education system. In most cases however, technical support is not available, which implies that trainers and students require some basic troubleshooting skills to overcome technical problems when using modern technologies. Appropriate strategies should be in place to ensure that integration of modern technologies in teaching and learning process goes together with the recruitment, training, retaining and retention of required staff.

Improving the use of modern technologies in teaching and learning does not only deal with introduction of new hardware and software, but both lecturers and the students have to adopt new roles, and change their behaviors and ways of teaching and learning with modern technologies. As Onyesom (2014) noted training and workshops are needed not only to improve the skills of the instructors, but also as a means of getting them involved in the process of implementing and integrating ICTs in the quality and quantity of teaching, learning and research in conventional and distance educational system as a result of quantum benefits.

Ezenwafor (2012) opined that modern technologies for teaching and learning in business education programme must include;

- a) Using broadcast materials or CD Rom for information collection and storage
- b) Using micro-computers with soft-ware applications to write or produce documents.



- c) Skillful keyboarding
- d) E-mail and messaging
- e) Internet browsing using search engines, windows messenger, yahoo chat room etc.
- f) Using opaque, projectors, slide projectors and multimedia projectors
- g) Utilizing e-banking, e-commerce, e-economies
- h) Utilizing different computer software, and applications such as word processors, spreadsheets, power-point, desktop publishing and graphics among others.

The use of modern technology helps students get involved in learning. It satisfies both visual and auditing senses of the learners. Integration of modern technologies into subject areas helps lectures become advisers, content experts and coaches. It also enhances the relationship between lecturers and students, thereby making teaching and learning more, meaningful.

Teaching is an act of relating information to the learner or assisting the learner on how to do something. It involves the process of assisting the learner to gain useful skills, attitudes, knowledge, ideas; values in an arranged or unarranged environment that will assist the learner become an acceptable person to the society as well as be independent in life. According to (Ukata, 2017) Teaching is an interaction between teachers and students, students and students, students and environment under the auspices and responsibilities of the teacher in order to bring about the expected change in the students behavior through the use of instructional methods and technologies. Teaching is also an attempt to assist people to acquire some skills, attitudes, knowledge or ideas, which leads to learning, learning leads to experience and experience to attitude and behaviour.

Teaching and learning of Business Education as employable course depends on the use of instructional methods, environment and technologies which may be old or new technologies. Ekundayo (2009) also lent his voice that teaching and learning has gone beyond the teacher standing in front of the students and disseminating information to them without students' preparation and participation.

Several definitions of Business Education exist as it encompasses knowledge, attitude and skills needed by all citizens in order to effectively manage their personal business and economic system and advancement in broad range of business career (Amesi, Akpomi & Okwuanaso, 2014). In teaching of business education as a functional skill subject, lecturers are encouraged to provide opportunities for students to apply their knowledge and skills to real-life situations which gives mores



relevance to what is studied. Business education is one of the vocational courses offered in Nigerian tertiary institution. It equips individuals with knowledge, skills, vocations and attitudes that they need to effectively manage personal business as well as function effectively in the economic system. Business Education represents a broad and diverse discipline that is included in all types of educational delivery system elementary, secondary, and postsecondary (Amesi, 2010). Umezulike (2011) noted Business Education as the key agent to economic, social and technological development either as a way in developing human capacity, increasing the shield of workforce for modernization/environmental development or as a matter of personal freedom and empowerment of the populace. Business Education is the aspect of the total educational programme that provides the knowledge, skills, understanding and attributes needed to perform in the business world as producers and consumers of goods and services. Business education prepares beneficiaries for gainful employment and sustainable livelihood. Amoor (2010) noted that Business Education plays significant role in the economic development by providing knowledge and skills to the learners, thereby, enabling them to adequately impart knowledge to others, and handle sophisticated office technologies and information systems.

The goal of Business Education is primarily to produce competent, skillful and dynamic business teachers, office administrators and businessmen and women that will effectively compete in the world of work. Ugwuogo, (2013) argued that Business Education is a form of vocational education that is directed towards developing the learner to become productive in teaching, paid employment and self-employment. Business Education is generally seen as education for and about business. One of the rationales for the emphasis on Business Education programme is the fact that, it is a skill for gainful employment. According to Otamiri (2014), "Business education involves the study of technologies and related sciences and the acquisition of practical skills including teaching skills, attitudes, understanding and knowledge related to occupation in various sectors of our economy and social life. The development of adequate quality and functional skills is an important characteristics of business education. The major objectives of business education in schools is to enable student possess the necessary skills for workplace and acquire knowledge and skills relevant and adequate for employment in specific business areas or for self-reliance. Therefore for Business Education programme to sustain its relevance in providing needs of individuals and that of the society, it must embrace current trends in modern technologies in the academic and economic demands in the society.



Statement of the Problem

Technologies have been utilized in education since their inception but it has not been massively integrated into the teaching and learning in Business Education. The Education sector is expected to be technological driven and resourceful in order to improve its quality and expand access to education. However, as modern technology is important, there are several challenges experienced by both teachers and learners in a classroom setting. These challenges to a large extent inhibit effective classroom teaching and learning, and consequently it affects the lecturers, the performance of the learners and the quality of the end product, the graduates. Nagal (2013) observed that the challenges in the integration of modern technologies is virtually in all aspects of education but the most observed, is the lack of sustainable professional development for business educators whom are required to integrate these modern technologies into classroom practices. It is due to this that this study carried out research to ascertain Perceived Challenges of Integrating Modern Technologies in Teaching and Learning of Business Education Courses in Universities in Rivers State. The problem of this study therefore is that students of Business Education are not adequately equipped with modern technologies.

Research Questions

The following research questions guided the study;

1. What is the extent of availability of modern technologies for teaching and learning of business education courses?
2. What are the challenges of integrating modern technologies for teaching and learning of business education courses?
3. What are the ways to improve modern technologies for teaching and learning of business education courses?

Hypotheses

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

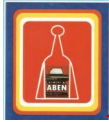
1. There is no significant difference in the mean responses of Business Educators and students in Rivers State University and Ignatius Ajuru University of Education on the extent of availability of modern technologies for teaching and learning Business Education courses.
2. There is no significant difference in the mean responses of Business Educators and students in Rivers State University and Ignatius Ajuru University of Education on the challenges of integrating modern technologies for teaching and learning Business Education courses.



3. There is no significant difference in the mean response of Business Educators and students in Rivers State University and Ignatius Ajuru University of Education on the ways of improving the use of modern technologies in teaching and learning Business Education courses.

Methods

The design used for this study was a descriptive survey research design, because the study involves collection of data without manipulating the information from the respondents. The study was carried out in two Universities in Rivers State, offering Business Education programme; Rivers State University and Ignatius Ajuru University of Education. The population for the study consists of 71 Business Educators and 793 final year Business Education Students from Rivers State University and Ignatius Ajuru university of Education totaling 864 respondents. The sample size used for this study was 350 respondents for the students derived from the Taro Yemene formula and 65 for Business Educators. The Sampling techniques used were the simple random sampling techniques. Two sets of questionnaires were developed by the researchers titled the questionnaire for Lecturers on Perceived Challenges in Integrating Modern Technologies in Teaching Business Education Courses (PCIMTTBEC) and Perceived Challenges in Integrating Modern Technologies in Learning Business Education Courses in Rivers State Universities (PCIMTLBEC) for students. The instrument was structured in a five point rating scale of Strongly Agreed to Strongly Disagreed for research questions two and three and Very High Extent to Very Low Extent for research question one. The instrument was divided into Part A and Part B. Part A of the instrument was for demographic information of the respondents, while Part B of the instrument was to elicit answers from the respondents on the questions posed in the study. The instrument was validated by three experts in the field of education, two from Business Education department and one measurement and evaluation expert, all from Rivers State University, Port Harcourt. The validates were given statement of the problem, purpose of the study, research questions and hypotheses including the instrument for face and content validity. Corrections and inputs made by the validates were taken into consideration before the final copy of the instrument was produced. The instrument was pre tested using Cronbach Alpha and reliability quotients of 0.76 and 0.79 for Business Educators and Students were obtained. This was done by administering the instrument to 6 Business Educators and 20 students who were not part of the study sample and population. The instrument was administered to the respondents at their various institutions. The researchers did this by visiting the



institutions concerned. On the spot retrieval was made for those who filled their questionnaire, while those who could not fill on the spot the researchers went back one week after for retrieval and collection. Mean and Standard Deviation was used for analyzing the research question while z-test was used to test the hypotheses. Decision for the hypotheses was made based on the calculated z-value. If the calculated z-value is greater than the z-table value, the hypotheses was not accepted, otherwise, it was accepted.

Results

The results from the study were presented below:

Research Question 1

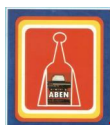
What is the extent of Availability of Modern Technologies for Teaching and Learning of Business Education Courses?

Table 1: *Extent of Availability of Modern Technologies for Teaching and Learning Business Education Courses.*

S/N	Item	Lecturers = 65			Students = 350		
		$\bar{x}$	SD	Remarks	$\bar{x}$	SD	Remarks
1.	Functional Desktop/Laptops	3.56	1.35	High extent	2.75	1.27	Moderate extent
2.	Projectors	3.60	1.41	High extent	2.02	1.29	Low extent
3.	Personal computers	3.26	1.17	High extent	3.74	1.40	High extent
4.	Close circuit TV	3.69	1.19	High extent	2.09	1.14	Low extent
5.	Smart board	3.13	1.30	Moderate extent	4.60	0.73	Very High extent
6.	Wireless Internet Connectivity	3.18	1.25	Moderate extent	3.44	1.34	Moderate extent
7.	E-learning studios	4.00	1.09	High extent	1.97	1.09	Low extent
8.	Network studios	4.40	1.09	Very High extent	1.71	0.89	Low extent
9.	Video tape recorder	2.27	1.53	Low extent	1.76	0.75	Low extent
10.	Audio visual aids	2.72	1.47	Moderate extent	2.56	1.26	Moderate extent
Total mean & SD		33.81	12.85		23.89	9.89	
Grand Mean & SD		3.38	1.29		2.39	0.99	

Source: Field Survey, (2019)

Table 1 which is for research question one showed that mean responses from the lecturers on items 1, 2, 3, 4, 7 and 8 were of high extent, while items 5,6 and 10 were of moderate extent and only item 9 was of low extent, while on the responses from the students, item 5 had very high extent, item 3 had high extent, items 1,6 and 10 had moderate extent and items 2,4,7,8 and 9 had low extent. The result of the analysis shows that extent of availability of modern technologies for teaching and learning



Business Education courses is to a moderate extent. The confirmation was made with a grand mean of 3.38 and standard deviation of 1.29 for lecturers while that of students were grand mean of 2.39 and 0.99 for standard deviation.

Research Question 2

Identify the Challenges of Integrating Modern Technologies for Teaching and Learning Business Education Courses.

Table 2: *Challenges of Integrating Modern Technologies for Teaching and Learning Business Education Courses?*

S/N	Item	Lecturers = 65			Students = 350		
		$\bar{x}$	SD	Remarks	$\bar{x}$	SD	Remarks
11.	Inefficiency of lecturers technical knowledge to provide materials based on modern technology	3.89	1.00	Strongly Agreed	3.37	1.21	Agreed
12.	Learning with computer aided tools is an issue for most lecturers	3.55	0.95	Strongly Agreed	3.29	1.43	Agreed
13.	Poor policy implementation by Government on the utilization of modern technologies	3.15	1.55	Agreed	4.37	0.72	Strongly Agreed
14.	Insufficient training of students by lecturers on the use of learning with modern technologies	3.42	1.19	Agreed	3.17	1.39	Strongly Agreed
15.	Inability of students to adapt to the constant changes in usage of modern technological tools	2.92	1.23	Agreed	2.81	0.99	Agreed
16.	Inadequate time to effectively utilize modern technology for learning	3.75	1.24	Strongly Agreed	3.39	1.34	Agreed
17.	Lack of continuity of learning in E-learning application software	3.18	1.23	Agreed	3.49	1.61	Agreed
18.	Lack of maintenance of technological tools for effective learning	4.25	1.09	Strongly Agreed	1.77	0.05	Disagreed
19.	High cost of acquiring and installing modern technology in the classrooms	4.06	1.11	Strongly Agreed	2.96	1.25	Agreed
20.	Lack of technological infrastructure for learning	3.71	1.44	Strongly Agreed	3.11	1.12	Agreed
21.	Lack of internet connectivity in the classrooms for learning	4.41	0.89	Strongly Agreed	3.15	1.30	Agreed
22.	Inadequate funding of Business Education programme	4.21	0.91	Strongly Agreed	2.71	1.21	Agreed
Total mean & SD		43.96	13.83		38.13	13.62	
Grand Mean & SD		3.66	1.15		3.18	1.13	

Source: Field Survey, (2019)

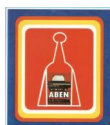


Table 2 which is for research question two showed that mean responses from the lecturers on items 11,12,16, 18,19,20,21 and 22 was strongly agreed, while items 13,14,15 and 17 were agreed and on the part of the students responses items 13 and 14 was strongly agreed, items 11,12,15,16,17,19,20,21 and 22 was agreed, and only item 18 was disagreed. The result of the analysis shows that the identified challenges of integrating modern technologies for teaching and learning Business Education courses by lecturers and students by the respondents is agreed. This confirmation was made with a grand mean of 3.66 and standard deviation of 1.15 for lecturers and grand mean of 3.18 and 1.13 for standard deviation for students.

Research Question 3

Determine ways to improve the use of Modern Technologies for Teaching and Learning Business Education Courses?

Table 3: *Ways to Improve the Use of Modern Technologies for Teaching and Learning Business Education Courses.*

S/N	Item	Lecturers = 65			Students = 350		
		$\bar{x}$	SD	Remarks	$\bar{x}$	SD	Remarks
23.	Appropriate workshop and seminars	3.38	1.21	Undecided	3.66	1.27	Agreed
24.	Installate of internet facilities	2.80	1.36	Undecided	3.49	1.31	Undecided
25.	Provision of constant electricity for technology usage to aid learning	3.89	1.30	Agreed	3.77	1.89	Agreed
26.	Field trip and excursion for upgrading of Business Education students knowledge	3.51	1.22	Agreed	2.86	1.41	Undecided
27.	Provision of functional modern equipment and technological tools for learning	3.31	1.32	Undecided	3.23	1.02	Undecided
28.	Adequate maintenance of technological tools and application of the tools is necessary	2.94	1.11	Undecided	2.54	2.25	Undecided
29.	Effective funding from Government as an aid for improving modern technologies	3.32	1.38	Undecided	2.73	1.16	Undecided
Total Mean & SD		23.15	8.90		22.28	10.31	
Grand Mean & SD		3.31	1.27		3.18	1.47	

Source: Field Survey, (2019)

Table 3 which is for research question three showed that mean responses from the lecturers on items 25 and 26 was agreed while the rest items 23,24,27,28 and 29 were undecided and on the part of the students responses, items 23 and 25 was agreed, while items 24,26,27,28 and 29 was undecided. The result of the analysis shows that ways to improve the use of modern technologies for teaching and learning Business Education courses is yet to be decided by the respondents. The confirmation was made with a grand mean of 3.31 and standard deviation of 1.27 for lecturers and grand mean of 3.18 and 1.47 standard deviation for students.

Tests of Hypotheses

Null Hypothesis 1

There is no significant difference in the mean responses of Business Educators and students in Rivers State University and Ignatius Ajuru University of Education on the extent of availability of modern technologies for teaching and learning Business Education courses.

Table 4: *z-test Difference Between Lecturers and Students on the Extent of Availability of Modern Technologies for Teaching and Learning Business Education Courses.*

Respondents	N	$\bar{x}$	SDDF	SE	z-cal	z-crit	α	Decision
Lecturers	65	3.38	1.29	413	0.03	5.74	1.960.05	Not accepted
Students	350	2.39	0.99					

Source: Field Survey, (2019)

The data in Table 4 showed the z-calculated value of 5.74 at 413 degree of freedom and 0.05 level of significance while the z- critical value is 1.96. Since the calculated z-value of 5.74 is higher than the z-critical value of 1.96, the null hypothesis was not accepted. This implies that there is a significant difference in the mean rating of Business Educators and students regarding availability of modern technologies in teaching and learning Business Education course.

Null Hypothesis 2

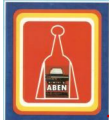
There is no significant difference in the mean responses of Business Educators and students in Rivers State University and Ignatius Ajuru University of Education on challenges of integrating modern technologies for teaching and learning Business Education courses.

Table 5: *z-test Difference Between Lecturers and Students on the Challenges of Integrating Modern Technologies in Teaching and Learning Business Education Courses.*

Respondents	N	$\bar{x}$	SD	DF	SE	z-cal	z-crit	α	Decision
Lecturers	65	3.66	1.15	413	0.02	4.89		1.960.05	Not accepted
Students	350	3.18	1.13						

Source: Field Survey, (2019)

The data in Table 5 showed the z-calculated value of 4.89 at 413 degree of freedom and 0.05 level of significance while the z- critical value is 1.96. Since the calculated



z-value of 4.89 is higher than the z-critical value of 1.96, the null hypothesis was not accepted. This implies that there is a significant difference in the mean rating of Business Educators and students in Rivers State University and Ignatius Ajuru University of Education regarding integration of modern technologies in teaching and learning Business Education courses.

Null Hypothesis 3

There is no significant difference in the mean responses of Business Educators and students in Rivers State University and Ignatius Ajuru University of Education on the ways of improving the use of modern technologies for teaching and learning Business Education courses.

Table 6: *z-test Difference Between Lecturers and Students on the Ways of Improving the use of Modern Technologies in Teaching and Learning Business Education Courses.*

Respondents	N	$\bar{x}$	SDDF	SE	z-cal	z-crit	α	Decision
Lecturers	65	3.31	1.27	413	0.04	1.80	1.96	0.05
Students	350	3.18	1.47					

Source: Field Survey, (2019)

The data in Table 6 showed the z-calculated value of 1.80 at 413 degree of freedom and 0.05 level of significance while the z-critical value is 1.96. Since the calculated z-value of 1.80 is less than the z-critical value of 1.96, the null hypothesis was accepted. This implies that there is no significant difference in the mean rating of Business Educators and students in Rivers State University and Ignatius Ajuru University of Education regarding ways to improve the use of modern technologies in teaching and learning Business Education course.

Discussion of Findings

The discussion of the study was done according to each research question posed in the study. The result of research question one shows that extent of availability of modern technology for teaching and learning Business Education courses is to a moderate extent. This finding is in agreement with the views of Onyesom and Utoware (2012) who opined that the emergence of modern technologies in teaching and learning has revolutionized the entire education system. The researcher is of the view that modern technologies are simply an advancement of old technology. The



impact of technology in modern life is immeasurable because we use technology in different ways which at times do more damages than good in the way it is to be implemented. The hypothesis testing in relation to this research question shows that there is significant difference in the mean responses of lecturers and students on the extent of availability of modern technologies for teaching and learning Business Education courses.

The result of research question two shows that the challenges of integrating modern technologies for teaching and learning Business Education are agreed. This finding is in agreement with the views of Amesi and Giami(2018) who opined that inadequate infrastructural resources are evidently linked to challenges of integrating modern technologies for teaching and learning. In agreement with Amesi and Giami, Ukata and Silas-Dikibo(2018) noted that challenges of integrating modern technologies for teaching and learning Business Education course includes poor policy implementation, lack of maintenance culture, corruption in Education system, poor students background before admission and unqualified teachers. The researcher is of the view that modern technologies should be incorporated and if utilized effectively in education, teaching and learning will be made more effective. The result of the hypothesis in relation to research question proved that there is significant difference in the responses of lecturers and students on the challenges of integrating modern technologies for teaching and learning Business Education Courses.

The result of research question three shows that ways to improve the use of modern technologies for teaching and learning Business Education courses is yet to be decided by the respondents.. This findings is in agreement with the views of Onyesom (2014) who opined that the way to improve the use of modern technologies for teaching and learning Business Education courses is by improving the quality and quantity of teaching, learning and researching in conventional and distance education system as a result of quantum benefits. The researcher is of the view that the ways to improve to use of modern technologies for teaching and learning Business Education courses is to ensure that those technologies are available and also adequately utilized effectively as such improvement in modern technologies will be necessary. The result of the hypothesis in relation to research question proved that there is no significant difference in the mean responses of lecturers and students on ways of improving the use of modern technologies for teaching and learning Business Education Courses.



Conclusion

Based on the findings of the study, the researchers concluded that modern technological equipment and machines for teaching and learning Business Education course are not enough and some lecturers are not willing to embrace change in the use of modern technologies. Other challenges are; lack of maintenance of the equipments/machines, inadequate funding, inadequate training opportunities for Business Educators, unsteady power supply, and unseriousness of students to learn.

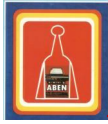
Recommendations

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

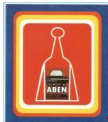
1. Government should make available relevant facilities and equipment in quantity and quality to enhance teaching and learning of Business Education courses.
2. There should be regular training; workshop and seminars for lecturers and students on the use of modern technologies.
3. There is need for adequate funding and maintenance of the equipment/ machines.
4. The curriculum of Business Education should be checked regularly in order to improve it and implement it into some of the course outlines for students.

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INFLUENCE OF APPLICATION OF PROFESSIONAL ETHICS ON JOB EFFECTIVENESS OF SECRETARIES IN DELTA STATE POLYTECHNICS

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Abstract

This study was aimed at impact of professional ethics on job effectiveness of secretaries in modern offices in Delta State of Nigeria. The study adopted a descriptive survey design. Three research questions guided the study. A three sectioned research questionnaire relating to administrative functions, human relation functions, and information and communication technology functions were developed by researcher and validated by experts. The results of the analyses revealed that application of professional ethics has positive impact on job effectiveness of secretaries with respect to administrative, human relation and information and communication functions. Based on the findings, it was recommended among others that every institutional and business organizations should always lay emphasis on the need for their secretaries and office managers to uphold and always apply all professional ethics in the delivery of official assignment for effectiveness and improved performance; and that office technology and management departments in polytechnics and business educators in universities should intensify training of their students with continuous emphasis on application of professional ethics in delivery of office functions as contained in the OTM curriculum

Keywords: Professional ethics, job effectiveness, secretaries, modern offices

Introduction

Office Technology and Management (OTM) programme is the nomenclature for secretarial studies offered in Nigerian polytechnics. The programme came into being in 2004 in response to persistent calls by business educators and employers, that the time to change the curriculum of the programme had long past (Maduabuchi, 2008). The aim of OTM programme as stipulated by the National Board for Technical Education (NBTE, 2004) is to produce graduates who should fit properly into the office of any computerized organizations and perform professionally the functions of a secretary. The functions, among others, include relating the functions



of the office to the whole organization, attending meetings and providing information as may be required, making accurate records of proceedings, filing and retrieving information, taking appropriate action independently when faced with challenging secretarial office problems, showing personal qualities and attributes that are conducive and co-exist with the work group.

To realize the above objectives in the curriculum, the NBTE has added the course titled Professional Ethics and Social Responsibility to the curriculum to boost the moral and ethical contents of the curriculum. According to NBTE (2004), the course is designed to develop in the students the desirable professional work ethics required for successful work in modern office. This implies that students who have passed through the contents of the course should be able to apply all the office ethics in the performance of their professional functions. Omole in Joe (2019) defined ethics as shared normative values which any society or group or association holds dearly and they are used to judge the behavior or performance of any member of that society. It sets out the minimum acceptable behavior which any member should attain to be regarded as a good ambassador of the society. Similarly, Obi (2013) noted that ethics is concerned with fundamental principles of morality where some actions are labeled as good or bad, right or wrong, ethical or unethical.

Therefore the ethics of a secretary are moral principles relating to the job that she will be bound by. These requirements are automatically taken on board when one accepts any position as a secretary and one will be expected to uphold them at all times. According to Segunda (2019), some of the professional ethics which secretaries must adhere to include confidentiality, honesty, loyalty, reliability, responsibility, work unsupervised, multi-tasking, flexibility and so on? It is therefore expected that adherence to professional ethics would assist secretaries and secretaries in the performance of numerous office functions including administrative functions, human relation functions information and communication technology functions among others would perhaps enhance performance. Therefore this study was designed to find out the impact of professional ethics on the job effectiveness of secretaries in modern office. In other words, the study sought to determine the whether the objective of the office technology and management curriculum with respect to professional ethics and social responsibility is being realized or not.

Statement of the Problem

The review of office technology and management curriculum as opined by Oborah (2011) was to keep pace with the recent global developments, and produce



secretaries who can function effectively in any office. The goal of OTM is to prepare the graduate for office works in public and private sector of the economy. On graduation, the graduates would occupy position such as confidential secretaries, office manager, personal assistants among others and would be expected to perform professionally various office functions which include among others administration, personnel, human relations and information and communication technology.

It is worrisome that over a decade has passed since the introduction of the curriculum, yet, there is no empirical evidence to show the extent to which the stated objectives are being realized especially with respect to professional ethics and work performance of OTM graduates. Hence, the researchers were motivated to appraise the impact of application of professional ethics on job effectiveness of secretaries (OTM graduate workers) in polytechnics in Delta State.

Research Questions

The following research questions guided the study:

- 1 What is the influence of application of professional ethics on job effectiveness of secretaries in administrative functions?
- 2 What is the influence of application of professional ethics on job effectiveness of secretaries in personnel functions?
- 3 What is the influence of application of professional ethics on job effectiveness of secretaries in information and communication technology functions?

Method

The research design used for this study is descriptive survey design to determine the impact of application of professional ethics on job effectiveness of secretaries or OTM graduate workers in polytechnics in Delta State. The population of the study consisted of all the 77 secretaries in polytechnics in Delta State. As a result of the limited size of the population, all the secretaries in the polytechnics were studied. Hence, there was no sampling of respondents. A 30 item questionnaire was used as research instrument for the study. The research instrument has two parts Part A and Part B. Part A contains information on the respondent's biographic data. Part B is divided into two sections in line with research questions raised for the study. The instrument was structured to elicit information from the assessment of respondents on a 4-point rating scale of Strongly Agreed (SA) 4; Agreed (A) 3; Disagreed (D) 2 and Strongly Disagreed (SD) 1. The research instrument was validated by three



experts and reliability of the instrument was determined using Chronbach Alpha Correlation Formula which yielded a reliability coefficient of 0.89. This in the view of the researchers was high enough to consider the instrument reliable. The questionnaire was administered by the researcher to the respondents with the aid of research assistants. In analyzing the data collected from the instrument administered, mean statistic was used to analyze the responses for research questions for the study.

Results

In analyzing the data for the study, the items were grouped according to the research questions which guided the study.

Research Question 1

What is the influence of *application of professional ethics on job effectiveness of secretaries in administrative functions*?

To answer Research Question 1, data collected were analyzed and the results of the computation are shown in the table below:

Table I: Respondents' Rating on Influence of Professional Ethics on Job Effectiveness of Secretaries Delta State Polytechnics

S/N	Administrative Functions	Mean	Remark
	<i>Application of professional ethics enhances your job effectiveness in the following areas</i>		
1.	Supervising junior staff	3.20	Agreed
2.	Ensuring that work schedule is accomplished	3.80	Agreed
3.	Ensuring all materials needed to do work are available at the right time	3.42	Agreed
4.	Composing and type letter and inter office memos	3.60	Agreed
5.	Preparing disciplinary notices	3.60	Agreed
6.	Interviewing visitors coming to office	3.20	Agreed
7.	Keeping attendance and personnel records	3.19	Agreed
8.	Preparing invoices for account payable	3.20	Agreed
9.	Delivering letters and memos typed	3.60	Agreed
10.	Preparing itinerary for boss	3.32	Agreed

Source: Field Research Data (2019)

The data in Table I reveals that the respondents agreed with all the items that application professional ethics has remarkable positive impact on administrative functions performed by office technology and management graduate workers in polytechnics in Delta State. These functions includes: Supervising junior staff, ensuring that work scheduled is accomplished, ensuring that materials needed to



perform any job are available at the right time, composing and typing letters, composing, typing and delivering inter-office memos, preparing disciplinary notices, interviewing visitors calling in the office keep attendance and preparing itinerary for boss.

Research Question 2

What is the influence of *application of professional ethics on job effectiveness of secretaries in personnel/human relation functions?*

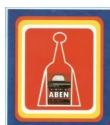
To answer Research Question 2, data collected were analyzed and the results of the computation are shown in the table below:

Table II: *Respondents' Ratings on Influence of Professional Ethics on Job Effectiveness of Secretaries in Delta State Polytechnics*

S/N	Human Relation Functions	Mean	Remark
<i>Application professional ethics enhances job effectiveness in the following areas</i>			
11	Assigning job schedule to junior staff	4.77	Agreed
12	Training junior staff	4.34	Agreed
13.	Having self-control & offering useful suggestion when need	3.40	Agreed
14.	Welcoming superiors, colleagues and visitors cheerfully and according respect to everybody in the organization	3.29	Agreed
15.	Screening of telephone calls	3.51	Agreed
16.	Preparing of itinerary for his executive	4.04	Agreed
17.	Sharing experiences and discussing developmental issues with colleagues	4.10	Agreed
18.	Maintaining movement register	3.56	Agreed
19.	Labeling all official records	3.00	Agreed
20.	Organizing meetings and handling of minutes	3.95	Agreed
21	Handling file action page appropriately	3.69	Agreed

Source: *Field Research Data (2019)*

The data in Table 2 presents the impact of application of professional ethics on job effectiveness of secretaries with respect to human relation functions. The data analysis indicates that application of professional ethics has positive impact on job effectiveness of secretaries with respect to human relation functions. These functions include assigning job schedule to junior staff, training junior staff, having self-control and offering useful suggestion when need arises, welcoming superiors, colleagues and visitors cheerfully and according respect to everybody in the organization screen telephone calls, preparing itineraries, controlling skills inventory, sharing experiences and discussing developmental issues with colleagues



maintain movement register, organizing meetings and handling of minutes as well as handling file action page appropriately.

Research Question 3

What is the influence of *application of professional ethics on job effectiveness of secretaries in information and communication technology functions?*

To answer Research Question 3, data collected were analyzed and the results of the computation are shown in the table below:

Table 3: Respondents' Mean Ratings on Influence of Professional Ethics on Job Effectiveness of Secretaries in Delta State Polytechnics

S/N	Information and Technology Functions	Mean	Remark
	<i>Application professional ethics enhances your job effectiveness in the following areas</i>		
21	Saving documents	3.20	Agreed
22	Reorganizing text or images	3.60	Agreed
23	Editing information	3.00	Agreed
24	Inserting columns and rows	3.80	Agreed
25	Paginating documents	2.60	Agreed
26	Printing documents	3.20	Agreed
27.	Inserting borders and shading	3.70	Agreed
28	Managing organization website	2.85	Agreed
9	Maintaining e-mails	3.70	Agreed
20	Changing page orientation and formula	3.65	Agreed

Source: Field research data (2019)

The data in Table 3 indicate the influence of application of professional ethics on job effectiveness of secretaries with respect to information and communication technology functions. According to the results, the respondents agreed that application of professional ethics enhances job effectiveness of secretaries with respect to information and communication technology functions. The identified functions included: saving documents, re-organizing text or images, adding, deleting or replacing text or images, editing information, inserting borders shading, , managing organization web-site, maintaining e-mails and changing page orientation of documents.

Discussion of Results

The results of the analysis of the data relating to the first research question indicated that application of professional ethics on job effectiveness of secretaries in terms of administrative functions. The study revealed that the respondents agreed with all the items on administrative functions like supervising junior staff, ensuring that work



schedule is accomplished and all materials needed to do work are available at the right time, composing and typing letter and inter office memos. Others are preparing disciplinary notices, interviewing visitors coming to office, keeping attendance and personnel records, preparing invoices for account payable, delivering letters and memos typed and preparing itinerary for boss. This result is in agreement with Segunda (2019) who submitted that administrative functions in modern office is evolving hence required professional and personal development on the part of office workers for effectiveness.

The result of the analysis of data to the second research question indicated that application of professional ethics enhances job effectiveness of secretaries with respect to human relation functions. The result is in line with the submission of Obi (2013) who maintained that professional ethics and office etiquette are the foundation for good human relation in modern day office work. Human relation, according to Shuaibu (2009) involved among others having self-control, avoid being snobbish to junior staff, sharing experience with colleagues discuss developmental issues with colleagues, having a cordial relationship with superiors, colleagues and visitors/callers, identifying and solving routine and non-routine problems. By doing this, secretaries save executives time and also enhance the goodwill of the organization. A cursory look at the table revealed that the O.T.M. graduate workers in the Delta State of Nigeria agreed with all the items on human relation that application of professional ethics enhances secretaries' effectiveness in human relation functions.

The result of the analysis of data relating to the third research question showed that application of professional ethics has remarkable positive impact on job effectiveness of secretaries with respect to information and communication technology functions. This finding corroborated with the submission of Christensen (2009) who held that the application of professional ethics has succeeded in enhancing and increasing the output and productivity of secretaries and office managers.

Conclusion

Based on the findings of this study, it is concluded that Application of professional ethics enhances the job effectiveness of secretaries in terms of administrative functions, human relation functions and information and communication technology functions. Therefore the job performance and effectiveness of secretaries and office managers will be greatly enhanced if they apply and adhere to professional ethics in discharging their official responsibilities.



Recommendations

On the basis of the findings made and the conclusion drawn, the following recommendations were made:

1. Every business organization should always emphasis on the need for their secretaries and office managers to uphold and always apply all professional ethics in the delivery of official assignment for effectiveness and improved performance.
2. Office technology and management departments in polytechnics and business educators in universities should intensify training of their students with continuous emphasis on application of professional ethics in delivery of office functions as contained in the OTM curriculum.
3. The lecturers should be effectively supervised by the most senior lecturers to ensure strict adherence to all aspect in the curriculum especially ICT and Professional Ethics and Corporate Social Responsibility.
4. University business education curriculum planners should ensure the professional ethics and social responsibility are adequately encapsulated in the curriculum to ensure OTM educators are adequately prepared to implement this aspect of the OTM curriculum.

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PROMOTING SELF-RELIANCE THROUGH THE ENHANCEMENT OF CREATIVITY IN BUSINESS EDUCATION STUDENTS IN OYO STATE TERTIARY INSTITUTIONS FOR SUSTAINABLE DEVELOPMENT

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Abstract

Creativity has become one of the most sought-after skills from graduates across business and industry to attain self-reliance for sustainable development. The study adopted a descriptive design. Four research questions guided the study. The population comprised 1074 business education lecturers and students in tertiary institutions in Oyo State, south west Nigeria, out of which 97 lecturers and 320 business education students were randomly selected as sample. Questionnaire was used for data collection, while descriptive statistics (mean) and standard deviation were used to answer the research questions. The instrument was validated by three experts in business education and a reliability coefficient 0.75 was obtained which makes the instrument adjudged reliable. Results showed the following benefits of developing creativity as: enhancement of skill acquisition, promotion of entrepreneurship and self-reliant among others. Based on the findings, the study concluded that there is considerable need to enhance creativity in business education students for them to succeed in vocation and be self-reliant. The study recommended among others that business education lecturers should adopt student centred teaching strategies and make deliberate efforts to foster creativity among students to enable them become self-reliant upon graduation considering the high level of unemployment in Oyo State and the nation as a whole.

Keyword: Business Education, Creativity, Sustainable Development, Self-reliance, Tertiary Institutions, Vocations.

Introduction

Creativity has become one of the most sought after skills from graduates across business and industry. The increasing level of unemployment in Nigeria and Oyo



State in particular necessitates that education for self-reliance should be the main thrust of the educational system. As a broad discipline, whose central theme is the well being of individuals, helping them attain a useful and satisfying life and be self-reliant, business education obviously needs to rise to the challenge of producing “job creators” instead of “job” seekers”(Lemchi, Ezema and Umana 2016). This need for business education to produce self-reliant individuals is even more imperative today, considering the high level of unemployment particularly among young men and women across the state. Obidile (2016), Okaro (2018), Ndubuisi-Okolo and Anekwe (2018) noted that the business education profession is an important part of the future of humankind to create certain skills needed for personal and national development. They stressed further that since sustainable development is the dream of any person, skills needed include among others: creativity and problem solving skills.

Creativity has been described as the generation of ideas and appropriate solutions to open-ended problems in any domain of human activity (Sogol and Dana, 2018). Sam (2014) defined creativity as the ability to solve problems, fashion products, define new questions in a domain, or in a way that is the usually considered noble, but ultimately becomes accepted in a particular cultural setting. Nwaigburu and Eneogwe (2013) opined that creativity includes ability to generate new ideals flexible as opposed to rigidity, associate and link facts, and brainstorm, analyze and incubate solutions. Usman (2016) repeating arguments posed throughout the 20th century argued that we are now in a new age of curiosity and competitive innovations where creativity is becoming increasingly important. Lately, creativity appears to be receiving a lot of attention, particularly, as it is seen as a critical success factor for states, organizations and individuals. As a result of the perceived great importance of creativity in the lives of individuals, calls have been made for the establishment of a creativity university to focus on the teaching and nurturing of the art and skills of creativity (Lemchi, Ezema and Iloeje, 2016). Researchers such as Okoro (2013), Obidile (2016), Okaro (2018), Nwagburu and Enegwe (2013) argued that creativity is not an innate quality of only a few selected individuals. It is present in every one. It can be learned, practised and developed by the use of proven techniques for enhancing and stimulating creativity abilities, because it is a factor of nurture as well as nature, creativity can be developed, sharpened, and amplified.

Lemchi, Ezema and Iloeje (2016) remarked that creativity is vital to sustainable development adding that it involves developing problem solving skills, evolving new technologies and new ways of solving problems. Moreover, technology is



advancing our society at an unprecedented rate and creative problem solving skills are needed to cope with the challenges as they arise and thus ensure sustainable development. Of special importance is the role that educational system can play in promoting creativity. Presently, the business education delivery system in Oyo State tertiary institutions is yearning for creativity capable of enhancing self reliance for sustainable development. In spite of the fact that the Business Education as a profession is skill-loaded and has the capacity to equip individuals with saleable skills for self-reliance, it is regrettable lack of creativity hinders acquisition of these skills. Although higher institutions in Oyo State currently teaches entrepreneurship education to the students as part of business education curriculum, lack of creativity hinders the development of ideals and initiatives necessary for entrepreneurship development. Many development scholars have acknowledged that creativity is an essential aspect of entrepreneurship arguing that it is the starting point for the creation and main factor for achieving success in entrepreneurship (Kwabela, 2011). It is one of the major qualities of an entrepreneur. Usman (2016) equally observed that creativity seems to be the fundamental premise and the genesis of entrepreneurial activity. Creativity development is thus vital for success in entrepreneurship.

The need to engender the development of creativity among business education students as part of sustainable development of mankind cannot be over emphasized. In addition to enhancing the development of creative skills, the students should be encouraged to channel the skills towards productive activities. This will positively impact on the physical, mental, psychological, social and moral life of these young people. To enhance creativity according to Babalola (2016) three components such as: (a) expertise (involving technical, procedural and intellectual knowledge), (b) creativity thinking skill (flexible approach to problems), and (c) motivation (most especially intrinsic motivation) are notably important or critical. Business education traditionally equips learners with expertise (technical, procedural and intellectual knowledge) necessary for self-reliance. However, promoting intrinsic motivation and flexible approach to problem solving are two areas where business educators need to intensify efforts in order to enhance creativity in the students. Individuals are more creatively inclined when they see a task as intrinsically motivating. To promote creative thinking, business educators should strive to identify what motivates their



students and structure teaching and learning to suit that purpose. Rabi (2017) added that the main objective of creative thinking is to think beyond existing boundaries or box, to awaken curiosity, to break away from rational, conventional notions, ideals and formalized procedures, to rely on the imagination, the divergent, and to consider multiple solution and alternatives. Teaching students to attain this therefore becomes an herculean task.

Teaching students to endeavour to solve problems that do not have well defined answers is another way of enhancing creativity. This can be accomplished by allowing students to explore problems and re-define them, possibly drawing on knowledge that at first may seem unrelated to the problem in order to solve it. Thus, necessarily, sharp distinction must be drawn between convergent and divergent thinking (Shuaibu and Mbaegbu, 2012) Also, Kurato (2017) asserted that convergent thinking aims at a single, correct solution to a problem, divergent thinking on the other hand involves creative generation of multiple answers to a set of problems. In spite of the important role of the teacher in enhancing creativity in students, it has been observed that many essential attributes of creativity are most often discouraged in the typical school classroom. Furthermore, Sada and Adesina (2015) lent support to the above fact stating that perhaps the greatest deterrent to creativity is the conventional college teacher and of course poor teaching strategies. Usman (2016) noted that to teach creatively, teachers should use a variety of instructional materials and techniques, engage in series of research in order to be adequately equipped to deliver their lessons creatively, and provide learners with opportunities to learn beyond the classroom. Usman added that teachers should employ brain-storming and creative problem solving techniques, teaching the students how to generate unusual ideas, encouraging acquisition of domain-specific knowledge. Obidile (2016), Rabi (2017), Sogol and Dana (2018) specifically mentioned guided discovery, peer-tutoring and programmed instruction teaching strategies as effective in stimulate students' independence and critical thinking ability. They opined further that these student centred strategies are capable of enhancing creativity skills in students. Establishing a class environment that accepts and reinforces new ideas is another great way of encouraging creativity (Kwabela, 2011). The researchers in this study believe that the absence of creativity among students and graduates is an impediment to self-reliance and sustainable development, which if not stemmed would continue to increase the incidence of unemployment and poverty in the state and the nation as a whole.



Statement of the Problem

Creativity is important for family sustainability and survival. Despite the abundant opportunities in business education in the field of marketing, office, salesmanship, accounting, information communication technology and finance, an appreciable number of business educators particularly graduates are still living in abject poverty hence unable to contribute meaningful to sustainable development of the nation. For individuals and families to overcome the numerous challenges that emanate from poor living conditions, creativity is absolutely necessary. It is needed to think out solutions to the problems and implement such decisions successfully (Nwagbguru and Eneogwe 2018). The major reason why students industrial work experience scheme and entrepreneurship training Was introduced into Business Education curriculum is to promote self-reliance through enhancement of creativity for sustainable development but these objectives are not been achieved today in the state as evident in a lot of business education graduates still looking for white collar job or doing menial jobs despite numerous opportunities available in business education. In addition to helping with problem solving, creativity can assist business education students identify problems even where others have failed to do so.

It is therefore critical that this study is undertaken to stem poverty emanating from Unemployment and promote students creativity skills in Business Education students in Oyo State tertiary institutions in order to enhance self-reliance for sustainable development.

Research Questions

The follow research questions guided the study:

1. What are the benefits of developing creativity in Business Education student?
2. What are the activities that can stimulate creativity in Business Education student?
3. What are the strategies for enhancing/promoting creativity in Business Education student?
4. What are the obstacles to the enhanced of creating in Business Education student?

Methods

The study adopted a descriptive survey research design. Survey researches typically employ interview and questionnaires to determine the opinions, perceptions, and attitudes of people about issues under study. This study adopted this design since it



sought the opinions of Business Education lecturers and students on strategies for enhancing creativity in the students. This study was carried out in six Oyo State tertiary institutions that offer business education. The population for the study comprised all the business Education lecturers and students in Oyo state tertiary institutions in the area of study offering Bachelors degree, HND, OND and NCE in Business Education. Records showed that there were a total of 97 lecturers and 3,200 students in these institutions as at the time of the study, out of which all the business education lecturers were used and 310 Business education students were randomly chosen using simple random technique.

A structured questionnaire designed by the researchers was the instrument used for data collection. The questionnaire was divided into sections according to the four specific purposes and research questions. Responses to items in the questionnaire were based on a four-point Likert-type rating scale, ranging from strongly agree (SA) (4points), to agree (A) (3points), Disagree (D) (2 points) and strongly disagree (SD) (1 point).

The instrument was face and content validated by three experts from Ladoke Akintola University of Technology, Ogbomosho. Reliability of the instrument was ascertained using Cronbach Alpha, which yielded overall reliability coefficient of 0.75 which made the instrument adjudged reliable.

The copies of questionnaire were administered by the researchers by direct contact method and all the copies of the questionnaire were retrieved without losing any. Thus, there was 100% return of the instrument and all were duly used for data analysis. Descriptive statistics of mean and standard deviation were used for data analysis. A mean of 2.50 was used as the benchmark for decision making for each item. Thus any item with a mean of 2.50 and above was considered as accepted by the respondents, while any item with a mean below 2.50 was considered as unaccepted by the respondents.

Results

The mean ratings of the respondents (both the Business Education lecturers and students) on each of the items in the questionnaires were computed. The results are presented in the table according to the four research questions that guided the study.

Research Question 1

What are the benefits of developing creativity in Business Education students?

Table 1: Respondents mean ratings on the benefits of developing creativity in the business education students.

S/N	Benefits of Developing Creativity in Business Education Students	$\bar{X}$	SD	Decision
1	It will significantly enhance skill acquisition	3.75	0.489	Accepted
2	It will encourage divergent thinking in the students	3.74	0.543	Accepted
3	It will assist students to survive with technological advancement	3.48	0.609	Accepted
4	It will enhance initiatives necessary for entrepreneurship	3.58	0.595	Accepted
5	It will aid the students grow their personality traits	3.51	0.609	Accepted
6	It will help critical thinking in the students	3.35	0.699	Accepted
7	It will enormously reduce unemployment	3.58	0.565	Accepted
8	It will assist in poverty reduction	3.55	0.633	Accepted
9	It is pivotal for self-reliance	3.50	0.652	Accepted
10	It will foster sustainable development	3.29	0.800	Accepted

$\bar{X}$ = Mean, SD = Standard Deviation (Table 1)

Table 1 show that all the respondents accepted that all the 10 benefits of developing creativity in the business education students are critical and important. Also, from the table all is all the items had mean ratings above 2.50 which is the benchmark for decision making (accepting or rejecting an items). Specifically, items number 1 and 2 seemed to appeal more to the respondents with high mean ratings of 3.75 and 3.74 respectively.

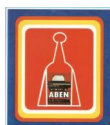
Research Question 2

What are the activities that can stimulate creativity in Business Education students?

Table 2: Respondents mean ratings of activities that stimulate creativity in Business Education Students

S/N	Activities that can stimulate creativity	$\bar{X}$	SD	Decision
1	Inducement and ingenious activities	3.49	0.572	Accepted
2	Innovations and entrepreneurial activities	3.99	0.474	Accepted
3	Activities that require problem solving initiative.	3.53	0.608	Accepted
4	Brainstorming activities	3.72	0.483	Accepted
5	Organizing collaborative groups.	3.74	0.826	Accepted
6	Study books that can boost creativity	3.56	0.569	Accepted
7	Generating idea and transforming them into something of value	3.42	0.844	Accepted
8	Teaching with diversity of instructional resources.	3.57	0.681	Accepted
9	Exercises that involve discovery and exploration strategies	3.64	0.538	Accepted

$\bar{X}$ = Grand mean, SD = Standard Deviation (Table 2.)



The result of research question 2 in the table 2 show that the respondents accepted all the nine items outlined in the study as activities that can stimulate creativity in business education students. The implication of this is that all the items are possible stimulants of creativity in individuals. Significantly, items 2 (creative and entrepreneurial activities) recorded the highest mean rating of 3.99, implying that creativity or innovation and entrepreneurship are closely connected.

Research Question 3

What are the strategies for promoting creativity in Business Education Students?

Table 3: Respondents means ratings on strategies for promoting creativity in business education students.

S/N	Strategies for Enhancing Creativity in Business Education Students	$\bar{X}$	SD	Decision
1	stimulation of divergent thinking in students	3.51	0.802	Accepted
2	Engaging in practical classes and assignment	3.57	0.814	Accepted
3	Urging to develop positive self-esteem.	3.56	0.529	Accepted
4	Intensifying education in the class	3.51	0.700	Accepted
5	Encouragement of sizeable classes to give opportunity to interact in smaller group	3.41	0.817	Accepted
6	Increasing the ICT capabilities of the business education students and their lecturers	3.29	0.938	Accepted
7	Promoting intrinsic motivation and flexible approach to problem solving	3.31	0.729	Accepted
8	Business education students should regularly be exposed to excursions and exhibitions	3.28	0.825	Accepted
9	Assessment should be based not only on written tests and evaluation but also on exhibition of creative abilities.	3.36	0.740	Accepted
10	Students' ideas should be respected and encouraged	3.32	0.745	Accepted
11	Students centred methods of teaching and learning should be adopted.	3.34	0.852	Accepted
12	Parental encouragement is critical	3.44	0.792	Accepted
13	Discouragement of gender stereotyping	3.30	0.768	Accepted

$\bar{X}$ = Mean, SD = Standard Deviation (Table 3.)

Table 3 above indicates that all the thirteen 13 strategies suggested in the study are appropriate measures for promoting creativity in Business Education Students. This is clearly shown as all the 13 items recorded mean rating above 2.50 which is the benchmark for accepting or rejecting items.



Research Question 4

What are the obstacles to the enhancement of creativity in Business Education?

Table 4: Respondents mean ratings of obstacles to enhancement of creativity in Business Education

S/N	Obstacles to Enhancement of Creativity in Business Education Students	X	SD	Decision
1.	Absent of self-confidence by students	3.29	0.80	Accepted
2.	Death interest on the part of the students	3.32	0.72	Accepted
3.	Negative attitude or thinking	3.27	0.78	Accepted
4.	Lacks of motivation by teachers	3.26	0.81	Accepted
5.	Inadequacy of conducive learning environment	3.43	0.71	Accepted
6.	Use of traditional strategy of teaching that inculcates rote learning.	3.79	0.61	Accepted
7.	Self-role stereotype	3.49	0.73	Accepted
8.	Fear of criticism	3.37	0.73	Accepted
9.	Eagerness for quick production of results	3.36	0.76	Accepted
10.	Ethic schedule that doesn't provide time for retention	3.39	0.77	Accepted

$\bar{X}$ = Mean, SD = Standard Deviation (Table 4.)

The result in table 4 indicated that the respondents agreed with all the 10 perceived obstacles to enhancement of creativity in Business Education students. Specifically, Item 6 (use of traditional method of teaching that inculcates rote learning) was considered the greatest obstacle to creativity as it recorded the highest mean rating of 3.79

Discussion

The findings of this clearly suggested the importance attached to the development of creativity in Business Education students. Answers of respondents to the 10 benefits of developing creativity outlined in the study were accepted by the respondents, with majority of the items recording above 2.50 which is adjudged to be high mean responses. This is a clear indication that this study is timely and findings will greatly assists in preparing business education well timed for self-reliance. Hence, creativity is capable of significantly reducing the level of unemployment particularly among the young people and women. Ndabuisi, Okalo and Amekwe (2018) rightly stated that promotion of creativity and entrepreneurship can help generate job creation. They further agreed to the findings of this study that creativity is capable of stimulating youth empowerment, entrepreneurship development and self reliance to attain sustainable development. Specifically, two of the outlined benefits that



recorded the highest mean ratings are: significantly enhance skill acquisition and encouragement of divergent thinking in students. Divergent thinking is often used by various authors as synonym for creativity (Nwaigwu and Eneogwu, 2013). Divergent thinking involves creativity in generation of multiple answers to set of problems.

Kwabela (2011), Babalola (2016) and Okoro (2018) equally agreed that there is strong link between creativity and divergent thinking and submitted that creativity is pivotal to creativity and self reliance. Responses to activities that can stimulate creativity in business education students shows that respondents rated innovation and entrepreneurial activities highest (mean of 3.99). This is in line with the findings of Kwabena, (2011), Babalola, (2016) and Kurato, (2013) that there is a close relationship between creativity and innovation. Creativity is one of the important qualities of an entrepreneur yearning for sustenance and development. It is regarded as a critical success factor for entrepreneurial activities. Kurato (2013) stressed further that the fundamental premise and genesis of entrepreneurship is creativity. Brainstorming activities were also rated high by the respondents in this study. This agrees with the views of Ruddy (2019) who observed that brainstorming is one of the best known creativity supporting activities and can be used for generating a large number of ideas or solutions. It is one of the most popular techniques used to induce creativity and can enhance an individual's capacity for divergent thinking (Okoro, 2018). Organising collaborative group activities (with mean of 3.74) were rated important in this study, confirming the assertion by Sahlberg (2019) that problem solving in carefully organized group situation is not only effective, but also an economical use of time. Furthermore, reading books that can boost creativity which was accepted as one of the important activities in line with the view of scholars such as Kelly (2019), Rudy (2019), Andani (2019) and Okoro (2018) who argued that innovation as a factor of nature is critical to creativity and that creativity can be learned, developed, sharpened and amplified.

Results of strategies for promoting creativity in business education in Table 3 indicates that encouraging students to develop positive self-esteem, engaging student's adequately in practical classes and assignments, encouraging divergent and flexible thinking, as well as promoting intrinsic motivation with a mean ratings of 3.56, 3.57 and 3.51 respectively were the most highly rated strategies for enhancing creativity in business education students. Supporting these findings, Sahlberg (2019), Lemchi, Ezema and Ileoje (2016) submitted that among the important



strategies for enhancing creativity are: (a) expertise (technical, procedural and intellectual knowledge), (b) flexible approach to problem solving and (c) motivation, especially intrinsic motivation. Promoting intrinsic motivation is clearly an important area where business educators can engender creativity in students because individuals are more creative when they see a task as intrinsically motivating and valued for its own sake. This was the view of Lemchi, Ezema and Ileoje (2016) that teaching strategies are capable of stimulating focus and team spirit.

From this study, other creativity enhancement strategies identified are intensification of entrepreneurship education, splitting of large classes into smaller groups, allow students freedom to express themselves better and regular exposure of students to excursions, field trip and exhibitions. Also, parental encouragement, increasing ICT capabilities of lecturers and students and adoption of student centred strategies for teaching business education were equally established as effective strategies for promoting creativity. This is in line with the assertion of Choleman (2017) that home is widely acknowledged as the first learning environment of every individual and parents, especially mothers are the first teachers of children and as such have very important role to play in nurturing creativity. Parents should plan creative activities and provide opportunities for their children to develop creative mind right from their tender years, through their school age and adolescence for sustainability. Amadi, Abdumalik and Khoshbak (2019) supporting the result of this study remarked that several computer-based supporting techniques are available hence increasing the ICT capabilities of business education lecturers and students will assist them benefit from these resources for enhancing their creativity especially in marketing networking than use of the traditional teaching strategies. Andani, (2019) in agreement with this study further stated that for business education students to develop creative skills, learner or student-centred strategies which incidentally are in line with global best practices should be adopted to foster creativity. Lemchi, Ezema and Ileoje (2016) added that to teach creatively, teachers should use a variety of instructional strategies and materials, engage in series of research to equip them properly for creative delivery, and provide learners opportunities to learn beyond the classroom eliminating in promoting independence and freedom.

The results in Table 4 indicated that the greatest obstacle to enhancement of creativity in Business Education as perceived by the respondents is the use of teaching method (traditional) that stifles creativity with a mean rating of 3.79. Kwabela (2011) remarked that the greatest deterrent to creativity is the conventional college teacher as well as poor methods of teaching. This finding also buttresses the



observation by Paulus, Dzindibet, and Kohn (2017) that many essential attributes of creativity are discouraged in the typical school classrooms. To enhance student creativity business education teachers employ a variety of teaching strategies, especially student centred strategies that will encourage divergent thinking in students. Lack of conducive learning environment is among the obstacles rated high by the respondents. This is to be expected because Uwem (2016) pointed out that creativity is encouraged by the establishment of a class environment that accepts new ideals and making the individuals meeting the needs of the present without compromising the ability of future generations to meet their own goals. Closely related to this obstacle is the insistence on traditional ways of doing things while also building routines to achieve profitable outcomes (Habeeb 2014 & Igbokwe 2015). Every student deserves a learning environment that poses no threat to their health and safety. Business education lectures should thus strive to ensure that there is conducive learning environment that encourage generation of new ideals and solutions to problems as well as giving students freedom to think outside the box or beyond the existing routine ways of doing things.

Conclusions

Creativity is a valuable skill and importance attached it in learners is quite high. However, an enabling environment and teaching strategies that can stimulate creativity in students makes learning more interesting and interactive. Consequently, creativity is urgently needed for enhancing skill acquisition, promoting entrepreneurship and self-reliance and development of divergent thinking in Business Education students. Conventional or traditional strategies of teaching, insistence on rigid or routine ways of doing things, lack of motivation and fear of criticism are identified obstacles to creativity while innovation/entrepreneurial activities and brainstorming session can tremendously enhance creativity in students. In order to achieve the task of producing self-reliant individuals in Oyo State, there is serious need for Business Education teachers to adopt the strategies that will spur innovations and enhance creativity in their students for them to succeed in entrepreneurship/vocation and other ventures for sustainable development.

Recommendations

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

- a. Business Education practitioners should embrace the strategies identified by this study to foster creativity among their students to enable them become self-reliant upon graduation.



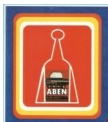
- b. Business Education lecturers should encourage divergent and flexible thinking in their students, and desist from insisting on routine or established way of doing things.
- c. In line with the global best practices, student-centred teaching strategies should be adopted in teaching of business education students to encourage creative thinking in the students.
- d. There should be a synergy between business education lecturers and stakeholders to proffer solutions to problems confronting the enhancement of innovation and creativity amongst Oyo State business education students.

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BUSINESS EDUCATION STUDENTS' ENTREPRENEURSHIP SKILL ACQUISITION FOR SUSTAINABLE ECONOMIC DEVELOPMENT IN OYO STATE

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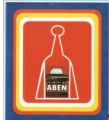
Abstract

The study examined business education students' entrepreneurial skill acquisition for sustainable economic development in Oyo state. Descriptive research design was adopted for the study. The population for the study includes all business education students and lecturers in tertiary institutions in Oyo state, while 295 students and 75 business education lecturers were randomly selected from five state owned tertiary institutions in Oyo state. The opinion and perception of the business education students and lecturers were elicited through questionnaire distributed. The instrument was face and content validate by three experts from business and management department, Ladoke Akintola University of Technology, Ogbomoso and a reliability co-efficient of 0.75 made the instruments reliable. Mean was used to answer the formulated research questions. Findings indicated that business education students did not acquire entrepreneurial technical skills and personal skills needed for sustainable economic development but they acquire business management skills needed for sustainable economic development. Based on their findings the researchers recommended that there should be effective acquisition of entrepreneurial technical skills particularly in the area of efficient technical writing, delegation, web development coding and programming because these technical skills are highly needed in the present entrepreneurial environment, business education students should aspire to possess problem solving skills before leaving their training institutions, business education students should develop their information seeking, risk taking and persistence skills because these skills are to be acquired for sustainable economic development.

Keywords: Business education, entrepreneurship skills acquisition, sustainable economic development

Introduction

The standard of living and economic policies of a state are measured in terms of the sustainability of the development of her economic activities. Babangida and Udo



(2017) maintained that an economically balanced nation is the one that is capable of meeting the economic, social, moral and political needs of her citizen. This could not be achieved without sustainable economic development.

Sustainable economic development according to Grimsley (2019) is the attempt or act of satisfying humans' needs in a manner that sustains natural resources and environment for future generations. It is the process of managing economic resources such as land, labour, natural resources and capital in a manner that they will not be depleted and will remain useful for future generations. Yasmin (2015) argued that sustainable economic development is characterized by sustained increase in real per capita income and economic welfare, rational use of resources and resources preservation for incoming generation. Sustainable economic development is very important because it does not consider only the present benefit for present generation but also taken into consideration the benefit required by the future generation (Daga, 2019).

The United Nations,(2017) noted that there are three major components of sustainable development and these include social component, economic component and environmental component. According to Babangida and Udo (2017), these components are explained in the table below:

Table 1: Components of Sustainable Development

S/N	Social	Economic	Environment
1.	Service	Equity	Clean water
2.	Household needs	Participation	Clean air
3.	Industrial growth	Empowerment	Natural resources
4.	Agricultural growth	Social mobility	Bio diversity
5.	Efficient use of labour	Cultural preservation	Ecosystem integrity
6.			Carrying capacity

The main focus of this paper is the aspect of sustainable economic development. This is because it is the aspect that determines how limited economic resources can be applied to improve people live. This could be done through effective participation of business education graduates in entrepreneurship activities. It is obvious that one cannot discuss sustainable economic development without mentioning entrepreneurship skills.

Entrepreneurship according to Afolabi (2015) emanated from the abilities of producers to concentrate on the production of certain goods and services with the



intent of exchanging them with what they needed. Ezeami (2012) citing Lee and Foster (2003) defined skill as the art of having the power, authority and competency to carry out the required task in a job or profession by individuals. It has to do with acquisition and application of acquired capabilities and competencies to solve problems in a chosen career or profession. Therefore entrepreneurship skills has to do with the effective application of knowledge, capabilities and competencies required in the dynamic process of creating wealth by an individual who takes the risks that may arise from the production of certain goods and services needed to satisfy human needs and sustainable economic development.

The importance of Entrepreneurship skills could not be over emphasised as an instrument of sustainable economic development. This is because it plays the roles of providing skills needed for employment generation, increase in production through innovation, facilitation of technological transfer, increase resource allocation and utilization, reinforcing large scale production and enforcing effective and efficient use of individual potentials and energies (Ogedengbe, Okhakhu & Adekunle, 2015). It then follows that proper acquisition of entrepreneurial skills will lead to attainment of sustainable economic development. To this end, there are certain entrepreneurship skills for sustainable economic development as maintained by Saidu, Dahiru and Suleiman (2017) to include technical skills, business management skills and personal entrepreneurial skills.

Technical skills according to Alison (2019) are the abilities, capabilities and expertise needed in the performance of specific tasks. They are practical and are related to information technology, mathematics, scientific tasks etc. It include technical writing, project management, big data analysis and social media experience. Also, Neil (2016) maintained that entrepreneurs need to have technical skills which will assist in promoting their business in the present electronic business world. These skills according to the author include conversion rate optimization which is abilities to turn website visitors into customers, search engine optimization, content marketing which has to do with marketing business contents and is capable of making successful entrepreneurs, user experience which has to do with providing improvement in the usability, accessibility and pleasure in the interaction between user and the product, infact, facebook, uber and many other organizations have used this skills to achieve remarkable growth in their business.



Other technical skills according to Craig (2018) include e-mail marketing, data analytics social media (facebook, twitter, etc), writing which enables entrepreneurs to think critically in order to make sound and profitable business decisions. The authors concluded by stating that outsourcing or delegation is another technical skill needed in business because one cannot do it all alone hence there is need for finding talented and well trained employees and put them to work in order to achieve success.

Mamabolo, Kerrin and Kele (2017) defined business management skills as skills needed for day to day running of the business and these include planning, problem solving, legal skills, decision making, developing and executing a business model, strategic model, delegation and business development. Lisa (2019) listed business management skills needed to become successful entrepreneurs to include time management skills, business planning skills, employee management skills, customer management skills, sales management skills and financial management skills. The author posited further that business management skills has to do with understanding all facets of business operations including legal and regulatory requirement of the industry, labour, employment and tax laws together with changes in market trends.

Personal entrepreneurial skills according to Ryan (2018) refer to the key attributes that should be possessed by successful entrepreneurs so as to be able to perform entrepreneurial functions effectively and efficiently. According to Alusen (2016), there are many personal entrepreneurial skills and competencies and these include opportunity seeking, persistence, commitment to work or contract, risk taking, demand for efficiency and quality, goal setting, information seeking, systematic planning and monitoring, persuasion and networking and self confidence. Supporting this claim, Gordon (2017) maintained that personal skills to be possessed by entrepreneurs include ambition, willingness to learn, ability to listen, creativity, assertiveness, confidence, perseverance, courage and risk taking. The authors argued further that ambition has to do with getting going even when the going gets tough. Willingness to learn has to do with continuous and lifelong education while ability to listen deals with being an effective communicator. Creativity has to do with doing things in a new or uncommon way while courage and risk taking has to do with having courage and be ready to face the consequence of an action or a decision whether positive or negative consequences. These skills are very needed if business education graduates will become entrepreneurs that will move the country to sustainable economic development.



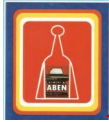
Business education is regarded as one of discipline that trains its recipients to be intelligent consumers and rational producers in the society. Edokpolor and Owenvbiugie (2017) asserted that business education is one of the occupational area that are readily provided through vocational and technical education in Nigeria and it refers to a set of instruction that provides various competencies in accounting, marketing and distribution; and office technology and management (OTM). Also Adeagbo and Oluwafemi (2018) opined that learning and training in business education is gaining more prominent attention nowadays. This may be due to advantage to be derived from discipline if well taught in tertiary institutions. Furthermore, Edokpolor and Egbri (2017) asserted that one of the major goals of business education is to equip learners with required skills for job creation and entrepreneurship activities that could lead to sustainable economic development.

Ajisafe, Bolarinwa and Edeh (2015) maintained that major topics being taught in business education include office practice, business mathematics, bookkeeping, business communication, secretarial duties, word processing and advertising. But Igbokwe (2015) argued that the curriculum of business education has been reviewed to include ICT and entrepreneurial studies. This is because there is an increase in the rate of graduate unemployment in Nigeria hence the need to train graduates in the act of self-reliance. To this end, there are certain entrepreneurial skills required by business education graduates and these have been discussed in the earlier part of this paper. Therefore, this paper attempted to empirically discover the acquisition of entrepreneurial skills for sustainable economic development by business education graduates in Oyo state.

Statement of the Problem

Business education is seen as a discipline that equips her graduates with necessary skills needed for gainful employment and self reliance. The philosophy of business education is based on the production of rational consumer and intelligent producers which in turn leads to sustainable economic development since one of the sustainable development goals is poverty eradication.

But Edokpolor and Owenvbiugie (2017) noted that unemployment and poverty is still prevalent in Nigeria despite the teaching of business skills and literacy. It is observed that many business education graduates cannot own and manage business enterprises that compete favourably in the present ICT based and modern day business environment. Researchers like Saidu, Dahiru and Suleiman (2017) have



submitted that technical skills, business management skills and personal entrepreneurial skills are the entrepreneurial skills required for sustainable development. The concern of the present researchers is to verify whether these skills are acquired by business education graduates in Oyo State hence the need for the study.

Research Questions

The following research questions guided the study:

1. What are the entrepreneurial technical skills acquired by business education graduates for sustainable economic development?
2. What are the entrepreneurial business management skills acquired by business education graduates for sustainable economic development?
3. What are the personal entrepreneurial skills acquired by business education graduates for sustainable economic development?

Methodology

The research employed descriptive research design in which population consisted of all business education students and lecturers in Oyo state tertiary institutions and 360 respondents (students and lecturers) were randomly selected for the study. The study was carried out in Oyo state. The instrument for data collection was a 30-items structured questionnaire developed by the researchers. It was face and content validated by three research experts from LAUTECH, Ogbomosho. The instrument was pilot tested at an interval of two weeks and the result were analysed using Pearson Product Moment Correlation Instrument which yield a co-efficient of 0.75 indicating that the instrument was reliable.

The instrument has four response options of strongly Agreed (SA)-4points, Agreed (A)-3points, Disagreed (D)-2points and strongly disagreed (SD)-1point. The data collected were analysed using mean. The decision rule was that any calculated mean scores equal to or greater than ($\geq$) 2.50 was regarded as agreed while any calculated mean scores less than ($<$) 2.50 was regarded as disagreed.

Results

Research Question 1

What are the entrepreneurial technical skills acquired by business education graduates for sustainable economic development?

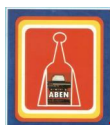


Table 2: Mean responses of respondents on entrepreneurial technical skills acquired by business education graduates

S/N	Statement	Mean ($\bar{x}$)	Remarks
1	Ability to turn website visitors to customers	2.70	Agreed
2	Contents marketing	2.74	Agreed
3	Ability to provide accessibility and pleasure in the interaction between user and product	2.10	Disagreed
4	e-mail marketing	2.74	Agreed
5	Efficient technical writing	2.20	Disagreed
6	Out sourcing/delegation	2.40	Disagreed
7	Social media	2.86	Agreed
8	Web development	2.10	Disagreed
9	Data analysis	2.10	Disagreed
10	Coding and programming	2.10	Disagree
Grand Mean		2.40	Disagreed

Table 2 shows that respondents agreed that business education students acquired technical skills in the area of ability to turn website visitors to customers, content marketing, E-mail marketing and social media (mean ranging from 2.70 to 2.86) while they disagreed that business education students acquired technical skills in the area of provision of accessibility and pleasure in the interaction between users and products, efficient technical writing, delegation, web development, data analysis and coding and programming (mean ranging from 2.10 to 2.40). The grand mean of 2.40 indicated that the respondents are of the opinion that business education students do not acquire entrepreneurial technical skills needed for sustainable economic development.

Research Question 2

What are the entrepreneurial business management skills acquired by business education graduates for sustainable economic development?

Table 3: Mean responses of respondents on entrepreneurial business management skills acquired by business education graduates

S/N	Statement	Mean ($\bar{x}$)	Remarks
1	Time management skills	2.86	Agreed
2	Business planning skills	3.10	Agreed
3	Employees management	3.15	Agreed
4	Decision making skills	3.20	Agreed
5	Customer management skills	2.84	Agreed
6	Sales management skills	2.74	Agreed
7	Financial management skills	2.80	Agreed
8	Problem solving skills	2.10	Disagreed
9	Legal skills and requirement in business	2.72	Agreed
10	Skills to understand changes in market trends	2.62	Agreed
Grand mean		2.81	Agreed

Table 3 shows that all the items listed had their mean ratings ranging from 2.62 to 3.20 except item 8 with mean value of 2.10 indicating that the respondents agreed that all the entrepreneurial business management skills are acquired by business education graduates except problem solving skills. The grand mean of 2.81 indicated that business education graduates acquired entrepreneurial business management skills for sustainable economic development.

Research Question 3

What are the personal entrepreneurial skills acquired by business education graduates for sustainable economic development?

Table 4: Mean responses of respondents on personal entrepreneurial skills acquired by business education graduates

S/N	Statement	Mean ($\bar{X}$)	Remarks
1	Skills in seeking opportunity	3.00	Agreed
2	Persistence and perception skills	2.30	Disagreed
3	Commitment to work or contract	2.20	Disagreed
4	Risk talking skills	2.10	Disagreed
5	Information seeking skills	1.70	Disagreed
6	Self confidence skills	1.80	Disagreed
7	Willingness and readiness to learn	2.20	Disagreed
8	Creativity and assertiveness skills	2.10	Disagreed
9	Courage and perseverance	2.10	Disagreed
10	Demand for efficiency and quality	2.60	Agreed
Grand mean		2.21	Disagreed

Table 4 shows that all the items had their mean ratings ranging from 1.70 to 2.30 except items 1 and 10 with mean ratings of 3.00 and 2.60 respectively. This implies that the respondents are of the opinion that only skills in seeking opportunity and demand for efficiency and quality are the personal entrepreneurial skills acquired by business education graduates while all other skills are not acquired by them. The grand mean of 2.21 indicated that the business education graduates do not acquired personal entrepreneurial skills for sustainable economic development.

Discussion of Findings

The study in research question 1 sought to identify entrepreneurial technical skills acquired by business education graduates. The findings revealed that business education graduates do not acquire entrepreneurial technical skills for sustainable development. These findings agreed with earlier opinion of Udo and Babangida



(2017) that business education students do not acquire maximum skills needed for the promotion of sustainable entrepreneurial business in Nigeria. This is seen in this study because technical skill is one of those skills needed for sustainable economic development and this is not acquired by business education graduates.

Also, research question 2 sought information on entrepreneurial business management skills acquired by the business education graduates. Findings showed that business education graduates acquired entrepreneurial business management skills needed for sustainable development except problem solving skills. These findings agreed with earlier findings of Mafikuyomi (2014) that business education graduates acquired management skills needed for entrepreneurial development. This may be due to the fact that these skills are handled properly in the business education classes in schools. The findings also support the opinion of Janelle (2018) that students acquired business management skills like relationship building strategic thinking (planning), market place knowledge, decision making and goal setting skills on business classes. The study in research question 3 obtained information about personal entrepreneurial skills acquired in business education graduates. The findings indicated that business education graduates do not sufficiently acquire personal entrepreneurial skills for sustainable economic development. These findings agreed with those of Alusen (2016) who reported that management accounting students are weak in acquisition of persuasion and networking skills, risk taking skills and information seeking skills. Although these skills according to Alusen (2016) are highly needed by business education graduates but it is sad to discover that they are not acquired by business education graduates.

Conclusion

The researchers find out in the course of this study that business education graduates only acquired entrepreneurial business management skills needed for sustainable economic development but failed to acquire technical and personal entrepreneurial skills for sustainable economic development. It is the opinion of the researchers that business education graduates should acquire all the three mentioned skills if they will contribute to sustainable economic development and be self-reliant in order to fulfil the goals and objectives of business education.

It is observed that the present curriculum, attitude of government, institution and students may not help in the acquisition of these skills. Therefore, all hands must be on deck to ensure effective acquisition of entrepreneurial skills for sustainable economic development.



Recommendations

Based on their findings the researchers recommended the following for improvement.

1. There should be effective acquisition of entrepreneurial technical skills particularly in the area of efficient technical writing, delegation, web development coding and programming because these technical skills are highly needed in the present entrepreneurial environment.
2. Business education students should aspire to possess problem solving skills before leaving their training institutions. This could be done through effective application of knowledge and practicals in schools.
3. Business education students should develop their information seeking, risk taking and persistence skills because these skills are to be possessed for sustainable economic development.
4. There should be adequate curriculum review and implementation in business education programmes so as to pave way for the acquisition of technical and personal entrepreneurial skills by upholding more practical learning, internship and simulation of activities.
5. The business educators should encourage students by organising activities that can stimulate the entrepreneurial mindset of students.

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HONESTY IN BUSINESS: A PANACEA FOR BUSINESS SUSTAINABILITY AMONG SMALL AND MEDIUM SCALE ENTERPRISES

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Abstract

The study investigated honesty in business as a panacea for achieving business sustainability among SMEs in Port Harcourt. Descriptive survey research design was adopted for the study. Three research questions and three hypotheses guided the study. The population for the study was 1,200 registered SMEs in Port-Harcourt. A sample size of 183 male and female owners of SMEs was randomly selected for the study using simple random sampling technique. The instrument for data collection was an 18 item structured questionnaire duly validated by research experts in Business Education. The reliability coefficient of 0.71 was obtained using the test-retest method Coefficient. 183 copies of questionnaire were administered, retrieved and analyzed using mean and standard deviation for the research questions and z-test statistics for the hypotheses at 0.05 level of significance. The study identified characteristics of honesty in business to include being straightforward, having a strong moral principle, being able to gain the trust of others among others. The study also identified increase in customer patronage, growth and development of business, increase in profit, favourable public business image and Increase in market share as benefits of honesty in business. High risk of failure, low patronage, creating opportunity for higher competition and reduction in profit and market turnover were also identified as consequences of dishonesty in business. Based on the findings, it was recommended among others that curriculum and academic planners should incorporate honesty in business as part of the educational curriculum of Nigeria at all levels in order to instil the principle and practice of honesty in youths, that owners of small and medium enterprises operating in Rivers state and Nigeria at large should identify, develop, promote and implement policies that can help build the principle of honesty in business.

Keywords: Honesty, Business sustainability, Small and Medium Enterprise



Introduction

Businesses operate as institutions in our complex society basically for the exchange of goods and services towards the satisfaction of human wants and needs with the purpose of making and maximising profits. In ensuring the achievement of this objective, businesses are expected to behave in ways that are compatible with the value system of society. According to Mariotti (2010) it is the society that imposes the rules of conduct for all business owners in the form of ethical standards of behaviour and responsibilities to act in ways that benefit the long-run interest of all. In the opinion of the author, ethical standards such as fairness, truthfulness, mutual respect, integrity, transparency and honesty are vital for business sustainability.

Today's business environment is characterised by increased scrutiny regarding ethical practices especially honesty. In recent times honesty has become one of the most expected business ethics among business owners. This is owing to recent scandals of dishonest practices involving businesses that have often revealed that, most times what a business claims and how it behaves are not always in agreement. These unethical practices have led to the collapse of some large businesses like Enron, Tyco, World com, Volkswagen or Wells Fargo etc (Ekwue & Azu, 2016). It's hard to fathom how lying and deceit permeated these organizations. This lack of candour impacted their company's ability to perform optimally. These dishonest practices exhibited by business owners have often trample on the rights of the consumers in the society as they are being abused and mistreated by business owners at all levels. One of the main reasons that make business owners be dishonest is to make customers buy products on a false promise. In so doing, the business owners increase sales and profitability of the company. Thus, irrespective of size, business enterprises can no longer afford to ignore honesty as a business ethics if they want to achieve sustainability.

Sustainability has gradually become a very important concept for all types and sizes of businesses, globally. According to Mar (2013) business sustainability is a strategy that prioritizes the long term survival of a business and connected ecological, social and cultural systems. The author further asserted that business sustainability is a business principle that is widely recognized as a critical strategic concern for governments and organizations such that in recent times many businesses have chosen to integrate sustainability principles into their business models. Similarly, Rouse (2013) opined that business sustainability is the management and



coordination of environmental, social and financial demands and concerns to ensure responsible, ethical and ongoing success. It is essential to the long-term profitability of businesses. Posner (2014) asserted that today's smart business owners know that they are operating in a fishbowl, where everything they do is on display and social media enables news and information to travel around the world in seconds as such their activities are obvious to all. To address these challenges, business owners are recognizing the need to incorporate honesty as an ethical practice and a broader principle of sustainability in their everyday business activities and decisions. Sustainability is built on the assumption that developing such strategies fosters longevity of the business (Posner, 2014).

Honesty is an essential virtue that business owners should cultivate. It deeply determines the success or failure of the business organization. In business, honesty isn't only about doing things the right way, it's also about expressing the values on which a company is founded (Quain, 2019). In the opinion of Brain (2016) this character-of-conduct is one of the most important qualities of great leadership in business. The author further asserted that there are no moral shortcuts in the game of business, that what makes the difference in the people is the simply the character they display. To Westfall (2017) Honesty is simply the best policy for any business as well as the only way to build a successful organization, which brings about not just a happy work environment but also more success and profit for the business. Honesty is a key characteristic of a business because it sets the tone for the kind of work culture that you want to create, provides consistency in workplace behaviour, and builds loyalty and trust in customers and prospects. Honesty simply means being truthful.

According to Eschenroeder (2016) honesty in business is perhaps the most important principle of business leadership and dependent on integrity because it demands truthfulness. In his opinion many businesses and organizations fail because they don't follow this reality principle. Honest business owners and their businesses are consistent in behaviour, steadfast, straightforward, reliable and truthful (Omonaye & Yusuff, 2016). They do not have to indulge in dishonest practices such as lying, exploitation, selling expired products, substandard products/services, price hike, lack of information, creating limited choices for consumers, unethical advertisements and false claims among others (Article Junction (2013), Wang and Shukla (2013) to attract customers patronage to their business.



Small and Medium sized Development agency of Nigeria (SMEDAN) defined SMEs based on the following criteria: a micro enterprise with less than 10 people with an annual turnover of less than 5 million naira; a small scale enterprise as with total capital employed of over N1.5million but not more than N50 million including working capital but excluding cost of land and labour size of 11-100 workers. Small and medium scale enterprises (SMEs) are the building block of the economy and catalysts for sustainable economic development, which roles include employment generation, rural development, youth empowerment, contribution to national income and growth, alleviating poverty, development of local technology, mobilizing savings and income and revenue generation (Oguno & Okejim, 2018). Running a small and medium business that is ethical and socially responsible is a challenge; as such many of such businesses end up cutting more than a few corners in the name of profit. A much closer look into the way some business activities are carried out probably suggest that honesty isn't prized as an important characteristic. However, it's nearly impossible for a business to build trust if honesty isn't a guiding principle on how that business handles every aspect of its work process.

Quain (2019) asserted that businesses can be sustained through of honesty as an ethical practice. The author further added that businesses can establish a work culture, create consistent workplace, and build the trust with customers. Honesty in business offers a lot of reward to businesses. Similarly, Omonaye and Yusuf (2016) maintained that owners of businesses are expected to be honest in their day to day running of business transactions, most especially as it can help maintain their business through increased in patronage, turnover, profit, and growth. On the other hand, Eschenroeder (2016) lamented the failure of some businesses owing to dishonest practices in business. The author stressed that the benefits of honesty in business cannot be over emphasised as dishonest practices only hold dire consequences for the business in the long-run. Dishonesty in business could result in rejection, low patronage, and poor image, vulnerability to competitors, failure and eventually collapse of the business.

Dutta and Bannerjee, (2011) noted that small and medium sized businesses which have been playing dominant role in the economy and in the domain of business have often times remained outside the floodlights of review as regards the issues of



corporate social responsibilities and ethical practices. Ethical studies in recent times are broadening to their scope to extend beyond large enterprises, to encompass smaller entrepreneurs, whose major challenge is to navigate their businesses within the complexities of an increasing globalised market place in an ethical manner so as to ensure their sustainable existence.

It is against this background that this study was carried out to investigate the benefits and dangers of dishonesty in business among small and medium enterprises in Port Harcourt city of Rivers State.

Statement of the Problem

Almost every business claims they promote values of honesty in business. However, recent scandals have revealed cases of wide-scale dishonesty that have led to failures of some large, medium and small scale businesses (Carcci, 2019). This proves that claims and behaviours of some businesses are not always in conformity with ethical practices as most times in a bid to increase sales and maximise profit, business owners often resort to dishonest practices to make customers buy products on false promises. These downsides of dishonesty in business are very obvious as it is felt by virtually every consumer of goods and services, but with continued prevalence of these dishonest practices among business owners in the corporate world, it has become imperative to ascertain the benefits of honesty in business in achieving a sustainable business.

Research Questions

The following research questions guided the study:

1. What are the characteristics of honesty in business among male and female owners of small and medium enterprises?
2. What are the benefits of achieving business sustainability through honesty in business among male and female owners of small and medium enterprises?
3. What are the consequences of dishonesty in business to business sustainability among male and female owners of small and medium enterprises?

Hypotheses

The following hypotheses were tested at 0.05 level of significance.

1. There is no significant difference in the mean ratings of male and female owners of small and medium enterprises in Rivers state on the characteristics of honesty in business.



2. There is no significant difference in the mean ratings of male and female owners of small and medium enterprises in Rivers state on the benefits of achieving business sustainability through honesty in business.
3. There is no significant difference in the mean ratings of male and female owners of small and medium enterprises on the consequences of dishonesty in business to business sustainability.

Method

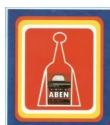
The study adopted the descriptive survey research design. The population of the study comprised of 1,200 registered small and medium scale businesses in Port-Harcourt city of Rivers State. A sample of 183 respondents (130 male and 53 female) were selected using simple random technique. The instrument for data collection was a 18 item structured questionnaire titled “Honesty in Business and Business Sustainability (HBBS)” drafted on a four-point rating scale of strongly agree (SA- 4 points), Agree (A- 3 points), Disagree (D- 2 points) and Strongly disagree (SD-1 point) with three section. The instrument was validated by two experts from Rivers State University and Ignatius Ajuru University, Port-Harcourt. Test-retest method was used to test the reliability of the items and a reliability coefficient of 0.71 obtained. The questionnaires were administered and retrieved by the researcher and two research assistants. Mean and standard deviations were used in analysing the research questions while z-test was used to test the hypothesis at 0.5 level of significance. The decision rule for the research questions were based on the criterion mean of 2.50. As such, any mean value of 2.50 and above was accepted, while mean values below 2.50 were rejected. For the hypothesis, it was agreed if z-cal was less than z-critical and rejected if z-cal is greater than z-critical.

Results

Research Question 1

What are the characteristics of honesty in business among male and female owners of small and medium enterprises?

Table 1: *Mean responses male and female owners of small and medium enterprises on the characteristics of honesty in business*



S/N	Characteristics of honesty in business	Male (X ₁) N= 130	SD ₁	Female (X ₂) N=53	SD ₂	Remark
1.	Able to gain the trust of others	3.15	0.86	3.26	0.85	Agreed
2.	Having a strong moral principle.	3.38	0.84	3.38	0.83	Agreed
3.	Being straightforward.	3.31	0.61	3.00	0.87	Agreed
4.	Loyalty and being firm in purpose	3.27	0.81	3.23	0.54	Agreed
5.	Devotion to the performance of duties, deals, agreement or promise	2.92	0.83	3.26	0.85	Agreed
6.	Readiness to discuss issues	3.15	0.72	2.91	0.92	Agreed
Grand Mean		3.20	0.78	3.17	0.81	Agreed

Source: Research Data, 2019

The responses of the respondents from table 1 show all items with mean scores ranging from 2.91 to 3.38, indicating an acceptance of all items on characteristics of honesty in business. The grand means of 3.20 and 3.17 respectively for male and female owners is an indication of their agreement of all items as characteristics of honesty in business. The standard deviation scores of 0.78 and 0.81 for male and female respectively shows that the respondents were not far from the mean and from the opinion of one another in their responses.

Research Question 2

What are the benefits of achieving business sustainability through honesty in business among male and female owners of small and medium enterprises?

Table 2: Mean responses male and female owners of small and medium enterprises on benefits of achieving business sustainability through honesty in business

S/N	Benefits of achieving business sustainability through honesty in business	Male (X ₁) N= 130	SD ₁	Female (X ₂) N=53	SD ₂	Remark
1.	Increase in customer patronage	3.23	0.70	3.15	0.56	Agreed
2.	Increase in market share.	3.42	0.63	3.15	0.79	Agreed
3.	Growth and development of business.	3.29	0.59	3.51	0.60	Agreed
4.	Increase in profit.	3.44	0.64	3.47	0.51	Agreed
5.	Favourable public business image.	3.29	0.65	3.34	0.64	Agreed
6.	Able to collect and analyse financial information	3.35	0.73	3.58	0.66	Agreed
Grand Mean		3.34	0.66	3.37	0.63	Agreed

Source: Research Data, 2019

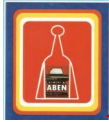


Table 2 shows all items regarding the *benefits of achieving business sustainability through honesty in business are accepted as indicated by their mean values* ranging from 3.15 to 3.58 which are above the criterion mean value of 2.50. The grand means of 3.34 and 3.37 for the two respondent groups shows that through honesty in business owners of small and medium enterprises has a lot to benefit in terms of sustaining their businesses. The standard deviation scores of 0.66 and 0.63 for male and female owners of small and medium enterprises respectively shows that the respondents were not far from the mean and from the opinion of one another in their responses.

Research Question 3

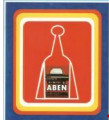
What are the consequences of dishonesty in business to business sustainability among male and female owners of small and medium enterprises in Rivers state?

Table 3: Mean responses male and female owners of small and medium enterprises on consequences of dishonesty in business to business sustainability

S/N	Consequences of dishonesty in business to business sustainability	Male (X ₁) N= 130	SD ₁	Female (X ₂) N=53	SD ₂	Remark
1.	Reduces opportunity for market growth and sustainability	3.27	0.71	3.17	0.97	Agreed
2.	Reduction in profit and market turnover.	3.35	0.62	3.40	0.65	Agreed
3.	High risk of failure and collapse.	3.15	0.72	3.38	0.86	Agreed
4.	Wastage and loss of revenue	2.92	0.78	3.30	0.63	Agreed
5.	Low customer patronage.	3.56	0.62	3.40	0.76	Agreed
6.	Creating opportunity for higher competition	3.27	0.81	3.17	0.82	Agreed
Grand Mean		3.25	0.71	3.30	0.78	Agreed

Source: Research Data, 2019

The Data in table 3 for research question 3 shows all items regarding the consequences of dishonesty in business to business sustainability with mean values ranging from 2.92 to 3.56 all above the criterion mean value of 2.50 are accepted. Furthermore, the grand mean values of 3.25 and 3.30 and standard deviation response of 0.71 and 0.78 respectively for male and female owners of small and medium enterprises shows that there are consequences for dishonesty to business sustainability.



Test of Hypotheses

Hypothesis 1

There is no significant difference in the mean ratings of male and female owners of small and medium enterprises on the characteristics of honesty in business.

Table 4: Summary of z-test analysis of mean differences in the mean responses of male and female owners of small and medium enterprises on the characters of honesty in business

Respondents	N	Mean	SD	Df	Level of Sign	Z-Cal	Z-Crit	Remark
Male	130	3.20	0.78	181	0.05	0.2	1.96	Accepted
Female	53	3.17	0.81					

Source: Field Survey Data 2019. Key: N=no. of respondents, SD=standard Deviation, DF=degree of Freedom, Z-cal=calculated Z-test value, Z-crit= Z-test table value.

The analysis in table 4 shows the z-test of differences between the responses of male and female owners of small and medium enterprises on the characteristics of honesty in business. The z-calculated value of 0.2 less than the z-critical value of 1.96 with a degree of freedom of 181 and 0.05 level of significance indicates that the null hypothesis is accepted and upheld that there is *no significant difference in the mean ratings of male and female owners of small enterprises and medium enterprises on the characteristics of honesty in business.*

Hypothesis 2

There is no significant difference in the mean ratings of male and female owners of small and medium enterprises on the benefits of achieving business sustainability through honesty in business.

Table 5: Summary of z-test analysis of mean differences in the mean responses of male and female owners of small and medium enterprises on the benefits of achieving business sustainability through honesty in business

Respondents	N	Mean	SD	Df	Level of Sign	Z-Cal	Z-Crit	Remark
Male	130	3.34	0.66	181	0.05	-0.23	1.96	Accepted
Female	53	3.37	0.63					

Source: Field Survey Data 2019.

The result from Table 5 above revealed the z-test analysis on the *benefits of achieving business sustainability through honesty in business.* With a z-calculated value of -

0.23 less than the z-critical value of 1.96 at 0.05 level of significance and a degree of freedom of 181, the null hypothesis is accepted and upheld that there is no significant difference in the mean ratings of male and female owners of small and medium enterprises *on the benefits of achieving business sustainability through honesty in business*.

Hypothesis 3

There is no significant difference in the mean ratings of male and female owners of small and medium enterprises on the consequences of dishonesty in business to business sustainability.

Table 6: Summary of z-test analysis of mean differences in the mean responses of male and female owners of small and medium enterprises on the on the consequences of dishonesty in business to business sustainability.

Respondents	N	Mean	SD	Df	Level of Sign	Z-Cal	Z-Crit	Remark
Male	130	3.25	0.71	181	0.05	-0.33	1.96	Accepted
Female	53	3.30	0.78					

Source: Field Survey Data 2019,

Table 6 above revealed a z-calculated value of -0.33 less than the z-critical value of 1.96 with a degree of freedom of 181 and 0.05 level of significance, indicating the null hypothesis is accepted and upheld that there is no significant difference in the mean rating of male and female owners of small enterprises and medium enterprises *on the on the consequences of dishonesty in business to business sustainability*.

Discussion

The findings of the study from research question one affirmed the opinion of male and female owners of small and medium enterprises on the characteristics of honesty in business. Findings revealed that attributes such as being able to gain the trust of others, having a strong moral principle, consistency, being loyal and firm in purpose, devotion to duties, and deals agreement among others were identified as characteristics of honesty in business. This finding confirms the assertion of Omonaye and Yussuf (2016) that honest business owners and their businesses are consistent in behaviour, steadfast, straightforward, reliable and truthful.

The study also revealed that views of male and female owners of small and medium scale enterprises on the *benefits of achieving business sustainability through honesty in business*. Results showed the agreement of respondents to the items identified,



indicating that honesty in business offers rewards such as continuous patronage, increase in market share, growth and development, increase in profit, favourable public image and reduced risk of business failure and sustainability. This finding aligns with the view of Quain (2019) that honesty as an ethical practice in business will help business owners establish their own work culture, create consistent workplace behaviour, build customer trust, and respect, increase customer patronage and give the business a good image. This goes to imply that honesty builds momentum for the sustainability of a business, making businesses more profitable as it attracts patronage to business. Therefore there is great need for honesty to exist between business owners, business owners and their employees; owners, employees and customers as well as among all parties involved in the business.

The study also ascertained the opinions of male and female owners of small and medium enterprises on *the consequences of dishonesty in business to business sustainability*. Findings from research question 3 revealed that reduction in opportunity for growth and improvement, high risk of failure, low patronage, opportunity for higher competition, loss of revenue among others as consequences of dishonesty in business. This corroborates the view of Eschenreoder (2016) that dishonesty in business could result in rejection; loss of customers/clients; loss of public image; vulnerability to competitors: a show of weakness and possible failure. This is also in line with the assertion of Brain (2017) that honesty is the secret ingredient of successful organizations.

The study also discovered that there was no disparity in the responses of male and female owners of small enterprises and medium enterprises testing of hypotheses 1, 2, and 3, as presented in tables 4, 5, and 6. This implies that the opinions of male and female owners of small and medium enterprises in Port Harcourt city, Rivers State are similar on the variables studied.

Conclusion

Based on the findings of the study, it is concluded that honesty in business is an attribute that all owners of business irrespective of the size should follow as an ethical standard of practice in all business activities as businesses stand to benefit in diverse ways which can ensure the sustainability of their businesses. Dishonest practice in business will only hold threats for the business in the long run. Therefore, it has become imperative for business owners to strive to build on the principle of honesty.



Recommendations

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

1. That owners of small and medium enterprises operating in Rivers state and Nigeria at large should identify, develop, promote and implement policies that can help build the principle of honesty in business.
2. The importance of honesty in business should be emphasized in every facet of business activities in order to ensure the sustenance of the business.
3. Business owners should be encouraged to avoid dishonest practices in carrying out their transactions as it will only bears consequences for the business education.
4. Curriculum and academic planners should incorporate honesty in business as part of the educational curriculum of Nigeria at all levels in order to instill the principle and practice in youths.

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BUSINESS ETHICS FOR ENTREPRENEURIAL SUCCESS: A TOOL FOR EFFECTIVE SERVICE DELIVERY

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Abstract

The study examined business ethics for entrepreneurial success: A tool for effective service delivery in business in Ondo, Nigeria. The study adopted descriptive survey research design. Questionnaire was the instrument for data collection. Two research questions guided the study and the population of the study includes all micro, small and medium entrepreneurs in Ondo West Local Government Area (OWLGA) of Ondo State totaling One thousand, five hundred and eighty-one (1,581). One hundred and fifty-eight (158) randomly selected entrepreneurs formed the study sample. The reliability of the questionnaire was determined by a test-re-test method. Data collected were analysed using the Pearson Product Moment Correlation Coefficient (PPMCC) method and a reliability coefficient of 0.78 was obtained. Findings revealed that for entrepreneurs to succeed, there is the need for them to imbibe certain standard business ethics which will enhance honesty, faithfulness, diligence, accountability, fair dealing with customers, transparency, utilization of standard measurement, payment of appropriate tax, production of quality and standard goods and services to mention but a few. It was therefore recommended among others, that there should be awareness for standard business ethics, proper ethical orientation be given to business practitioners; government should provide lasting solution to challenges encountered by entrepreneurs in imbibing standard business ethics and consumer protection agencies be alive to their duty.

Keywords: Business ethics, entrepreneurial success, business practitioners, ethical orientation.

Introduction

The unemployment and underemployment situation in Nigeria has made majority to venture into one business or the other as a means of sustaining their livelihood either as the major source of income or a compliment of paid job. Olupayimo (2017) alerts



that 'workers' take home could no longer take them home' and as Ogunjobi (2014) succinctly remarked, available jobs in Nigeria labour market are either disappearing or shrinking leading to a situation whereby more people are jostling for fewer jobs. Sule (2014) opines that empowering Nigerian people towards wealth creation, employment generation, poverty reduction and value re-orientation is a foremost cardinal point for strategic macro-economic framework. Entrepreneurship is therefore, the order of the day to salvage the economy.

Every life endeavour has the required ethics which must be followed appropriately to guarantee success. In a bid to be self-reliant rather than depending on government job, most people entered world of business without adequate knowledge of standard business ethics. In the light of the foregoing, a lot of people, especially the teeming youthful population became emergency business practitioners without proper knowledge of ethics guiding the operation of such businesses.

Afolabi and Alao (2012) defined entrepreneurship education as the inculcation in the individuals entrepreneurial skills, knowledge, attitudes and competences that would make such individuals live happily, successfully in the society and contribute meaningfully to its development. An entrepreneur has the ability to see, evaluate business opportunities to take advantage of them, initiate appropriate actions to ensure success and take risks to achieve goals (Aliyu, 2012).

The success or failure of any business depends largely on ability of the businessmanto effectively and efficiently use his positive qualities and restrain the negative ones. Some business practitioners are so profit minded that they go extra mile falsifying raw materials, selling sub-standard goods, using fake measurements and even relating unfriendly with customers who are supposed to be treated as 'kings' forgetting that a customer maltreated once, may never patronize such a business again. For the purpose of this study, business practitioners and entrepreneurs are used interchangeably to represent micro, small and medium scale enterprise (SMSE) as the case may be.

Ethics are the principles and values that individual uses to govern his activities and decisions. Ethics involves how business practitioners transact their businesses and how they behave intrinsically (Akpanobong, 2018). Ordu and Okafor (2014) view ethics as a belief or what is right or wrong; what is normally correct or acceptable. Likewise, Nwazor(2010) refers to ethics as moral laws that involve a high sense of



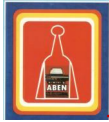
self-awareness, time management, life goals programming, personal grooming for excellence, consciousness, human relations, and self-discipline. Business ethics is the system of laws and guidelines by which business professionals and corporations operate in a fair, legal and moral fashion which encourages transparency in business dealing by the conduct of individuals and the organization as a whole.

Marcin, Wojciech and Katarzyna (2015) opine that business activity is undertaken by persons of various ages, education and social/professional backgrounds. Therefore, their hierarchy of values is different. Moreover, Uwaoma and Ordu (2015) acknowledge that ethical tenets upon which entrepreneurship thrives includes developing a reputation for honesty, trustworthiness, fairness with employees; suppliers, consumers, respect, justice, result-oriented; risk taking, passion, honour, integrity, persistence and perseverance. Mariotti (2010) says ethical business values such as honesty, fairness, mutual respect and kindness benefit entrepreneurs in building trust and developing substantial employee loyalty to the firm. It is therefore, expected of business practitioners to exhibit a high sense of responsibility and loyalty in doing business because ethical behaviour is the number one factor for business success.

Ethical education is training for duty and it aims at developing the mind in such a way that every faculty is opened, kept sharp, applied to all practical purpose to encourage individuals develop their moral reasoning (Onajite and Onyeson, 2016). It is important to note that ethical business education is mandatory for all and any business practitioner who is dubious in character, fraudulent in action, self-centered, myopic and have no consideration for other people cannot succeed

Though business practitioners often encounter ethical dilemma when confronting a situation that requires choice making yet, there is the need to imbibe these business ethics to overcome such challenges. When ethical standards are properly learnt and adhered to, truthfulness, transparency, accountability, due process, perseverance, prudence, modesty, self-control among others will be evident in the life of the business practitioners (Gana, 2010).

There are a lot of benefits in ethical practices ranging from growth and development of the business, continuous patronage, survival; increase in profit, low labour turnover, sustainability and less hostility from the host community. On the other hand, unethical practices have its adverse effects; these include rejection, hostility,



less profits, high risk of failure, lack of sustainability, collapse and closure (Ikegwuani, 2016). It could be deduced therefore, that for business practitioners to succeed and Nigeria's economy to speedily recover, there is the need for faithfulness, diligence, integrity, right ambition, focus, civility, sincerity, modesty, in business operations.

Statement of the Problem

In recent time, emphasis has been on entrepreneurship education as a means of skill acquisition to enhance self-dependence and self-reliance for poverty alleviation. Many people, especially youths are entering into business without proper knowledge of ethics guiding the operation of such businesses while some quit abruptly after a few periods of establishment, some are still struggling with their businesses without any success. Ekwue and Azu (2016) laments that despite an explosion of new interest in entrepreneurs and their activities; serious research attention is only recently known to have been devoted in some developed countries to ethical problems encountered by entrepreneurs and organisations. Without standard business ethics to guide operation of business practitioners, their success is doubtful and this may have negative effects on Nigeria's economy speedy recovery. It is on this premise that this study is based.

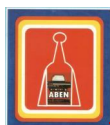
Research Questions

The following research questions were raised:

1. What are the business ethics required for *entrepreneurs'* success?
2. What are the challenges encountered by *entrepreneurs* in imbibing business ethics for effective service delivery?

Method

The study adopted descriptive survey research design. Questionnaire was the instrument for data collection. Population comprised 1,581 SMSE in OWLGA, Ondo State. 158 randomly selected *entrepreneurs* formed the study sample. Two experts from Adeyemi College of Education, Ondo validated the instrument. Reliability was determined by a test-re-test method. Data collected were correlated using PPMCC which yielded 0.78. The questionnaire was structured on a four-point rating scale as SA - 4 points, A - 3 points, D - 2 points and SD - 1 point. The researcher with the help of two research assistants administered the instrument. Data collected were analysed using descriptive statistics of mean and standard deviation.



Result

Research Question 1

What are the business ethics required for *entrepreneurs'* success?

Table 1 Legend: Mean scores and standard deviation of respondents on the business ethic required for *entrepreneurs'* success

S/N	Item statement	SA	A	D	SD	Mean	SD.	Decision
1	Production, sale of standard and high quality products	88	60	7	3	3.47	0.67	Agree
2	Utilization of standard materials	70	72	9	7	3.30	0.77	Agree
3	Fair treatment to all customers	65	83	4	6	3.31	0.70	Agree
4	Using standard measurement	62	85	6	5	3.29	0.69	Agree
5	Payment of taxes	10	11	66	71	1.75	0.84	Disagree
6	Avoidance of sale of adulterated, expired and contaminated products	16	24	56	62	1.96	0.97	Disagree
7	Respect for customers right of choice, bargaining power	64	75	8	11	3.22	0.83	Agree
8	Meeting societal needs	59	81	9	9	3.20	0.79	Agree
9	Quality services at reasonable prices	68	77	5	8	3.30	0.76	Agree
10	Maintain a clean, hygienic business environment	71	61	16	10	3.22	0.87	Agree
Grand Mean and Standard Deviation						3.00	0.98	Agree

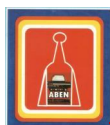
Source: Author's computation, 2019

Results from Table 1 legend indicates that responses from items 1-4, 7-10 rated above mean score of 2.50 showing agreement with the statements. Meanwhile, items 5, 6 negates the statements. Grand mean of 3.00 indicated respondents' alignment with the statements that there are standard business ethics required for entrepreneurs' success in OWLGA.

Research Question 2

What are the challenges encountered by business practitioners in imbibing business ethics for effective service delivery?

Table 2 Legend: Mean scores and standard deviation of respondents on some challenges encountered by entrepreneurs in imbibing business ethics for effective service delivery



S/N	Item statement	SA	A	D	SD	Mean	SD.	Decision
1	Lack of proper ethical orientation/education	54	80	11	13	3.11	0.85	Agree
2	Unstable government policies	22	18	50	68	1.96	1.05	Disagree
3	Lifestyle of individual	26	34	52	46	2.25	1.05	Disagree
4	Environmental forces	70	83	5	0	3.41	0.55	Agree
5	Insufficient fund	91	61	4	2	3.53	0.61	Agree
6	Heavy taxes/duties	19	21	62	56	2.02	0.98	Disagree
7	Insecurity	73	65	12	8	3.28	0.81	Agree
8	High cost of living	56	72	16	14	3.08	0.90	Agree
9	High risk associated with newness in business	60	83	6	9	3.23	0.77	Agree
10	Inadequate infrastructure	63	82	10	3	3.30	0.67	Agree
Grand Mean and Standard Deviation						2.92	1.01	Agree

Source: Author's computation, 2019

Results from Table 2 legend reveals positive responses of respondents from items 1, 4, 5 and 7 to 10 while items 2, 3 and 6 contradicts the statements. The grand mean of 2.92 is also an indication that the participants affirmed the challenges encountered by business practitioners in OWLGA in imbibing business ethics for effective service delivery.

Discussion

Findings of this study show that imbibing business ethics was beneficial to the production, sale of standard and high quality products in OWLGA, Ondo State. Nigerians are fond of craving for imported goods from overseas countries just because of the love for standard and high quality not minding the high cost. If products sold and services rendered by *entrepreneurs* in Nigeria are of high quality and standard, importation would be reduced and this will have a positive effect on Nigeria's economy. Moreover, fair treatment to all customers, respect for customers' right of choice and bargaining power is another business ethics that should guide the operation of the *entrepreneurs*. Meeting societal needs, quality services at reasonable prices, maintenance of clean and hygienic business environment are part of the ethics that *entrepreneurs* should imbibe for them to succeed and recover Nigeria's economy. When all these are learnt and strictly adhered to, truthfulness, transparency, accountability, due process, perseverance, prudence, modesty, self-control among others will be evident in the life of the *entrepreneurs*. This is in line with the views of Gana (2010). However, from the findings of this study, some of the respondents were of the opinion that SMSE should be exempted from payment of taxes and there is no need for avoidance of sale of adulterated, expired and



contaminated products so far they could get buyers for such product. These negates standard business ethics, buyers must therefore, beware.

Moreover, the study also established that *entrepreneurs* in the study area are faced with some challenges in imbibing standard business ethics for effective service delivery. Some of the identified challenges are lack of proper ethical orientation/education, insufficient fund, insecurity, high cost of living, high risk associated with newness in business, inadequate infrastructure and environmental forces. Some respondents disagree on unstable government policies, lifestyle of individual and heavy taxes/duties as part of challenges encountered by SMSE in imbibing business ethics. There is the need therefore, for public sensitization on business ethics required for *entrepreneurs'* success, lasting solution be proffered by the government and the citizenry to combat these challenges to enhance the speedy recovery of Nigeria economy. This is supported by the studies of Baba (2013), Sule (2014); Ogunjobi (2014); Marcin, Wojciech and Katarzyna (2015); Onajite and Onyeson (2016).

Conclusion

Based on the findings of the study, it is concluded that for *entrepreneur* to succeed, they need to imbibe certain standard business ethics which will enhance faithfulness, diligence, accountability; fair deal with customers; transparency, utilization of standard measurement, payment of appropriate tax, production of quality and standard goods and services. If business ethics are imbibed, importation of goods and services would be reduced; indigenous industries encouraged then the *entrepreneurs* would definitely succeed in their various businesses.

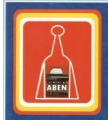
Recommendations

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

1. ethical education be made mandatory for all, both entrepreneurs and consumers.
2. Nigerians be committed to do what is right always;
3. Consumer protection/law enforcement agencies such as NAFDAC, SON, EFCC, ICPC be alive to their duties by re-emphasising and enforcing all the laws promulgated to enforce behaviour especially in businesses.
4. Government to provide suitable environment for *entrepreneurs*.

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CHALLENGES TO THE UTILIZATION OF NEW TECHNOLOGIES IN BUSINESS EDUCATION PROGRAMME OF PUBLIC UNIVERSITIES IN SOUTH EAST NIGERIA

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Abstract

The study ascertained the challenges to the utilization of new technologies in business education programme of public universities in South East Nigeria. Descriptive survey design was used. Area of the study was South East Nigeria. Two research questions and two null hypotheses guided the study. Population for the study comprised 54 business educators in seven public universities in South East Nigeria. Due to the manageable size of the population, there was no sampling. The instrument for data collection was a 33 item structured questionnaire. Cronbach Alpha was used to determine the reliability of the instrument and a coefficient of 0.69 was realized. Out of 53 copies of the questionnaire distributed, 52 copies were retrieved representing 98.11% return rate. The research questions were answered using mean and standard deviations while the hypotheses were tested using t-test at .05 level of significance and at 50 degree of freedom. Finding indicates among others: poor funding of ICT facilities in universities, inadequate knowledge of new technologies by business educators. The recommendations include: government should increase their allocations to business education for purchase of facilities; lecturers should try and update their knowledge on new technologies through seminars and conferences.

Key words: *Challenges, Utilization, Technologies, Business Education.*



Introduction

Business education programme is a valuable programme for skills acquisition required by graduates to demonstrate in 21st century that is highly competitive and technology-driven. Business education according to Okoli (2010) is that aspect of the educational programme that provides the knowledge, skill, understanding and attitudes needed to perform effectively in the business world as a producer and/or consumer of goods and services that business offer. Nwachukwu (2012) saw business education as an umbrella name concerning those educational processes involving the study of techniques, related science and acquisition of practical skills, attitudes and knowledge relating to occupation in vocational sectors of the economic and social life of a people.

In other words, with degree in business education, one can be employed in secretarial offices, administrative offices, banks and marketing sectors. One can also be an entrepreneur and create employment for others. Business education program aims at imparting saleable skills in the recipients. Asoqwo (2005) in Ezeabii (2016:69) outlined the objectives of business education as follows:

- To provide opportunity for practical job preparation or vocation studies for students/masses in order to make them render effective and efficient services in office, distributive and services occupation.
- To provide opportunity for students and the public to develop an understanding of the business and economic system of the nation so as to enable them participate actively as producers and consumer of goods and services.
- To enable students/individuals have career consciousness and economic understanding of the free enterprise system.
- To prepare students/individuals based on their interest and aptitude with the skills, knowledge and attitudes, needed to enter into a business occupation, advance and profit in it.
- To develop in the students and the public the basic awareness of the contributions which business, government and office employee make to the economy.

For business education programme to remain relevant in providing the needs of individuals and that of the society, it must embrace current trends in the academic and economic demands of the society. This type of programme is offered at different



levels of education (Primary to tertiary). Business education programme is offered in public and private universities in Nigeria. The public universities are those universities owed/funded and controlled by the federal and state government. They are different from private universities which are owned, funded and controlled by private individuals and organizations. Business education is offered in public universities in South East Nigeria. South East is one of the six geopolitical zones in Nigeria. It comprises of Abia, Anambra, Ebonyi, Enugu and Imo States.

Business education courses are taught by both male and female lecturers in universities. Ezeabii (2017) observed that there is no gender bias in teaching and learning of the course in the universities, both male and female students enrol for the programme and are exposed to the same skills. Therefore, for business education to achieve its aims and objectives, it must embrace current trends in new technologies which are needed for academic and economic pursuits. New technologies are tools which people and organizations apply to get things done more quickly, easily and effectively. Okorocho and Nwadiani (2015) defined new technologies as the machine and equipment which are introduced in the work place to facilitate work processes. The authors further defined it as the use of scientific knowledge to produce goods and services useful to man. In other words, new technologies are current (different from obsolete) equipment and tools used in facilitating work processes for efficiency and effectiveness.

The use of these new technologies can help the students and teachers develop the competencies needed for the twenty-first (21st) century. Okafor (2017) further opined that business education in public universities in South East Nigeria would achieve the goals of teaching if such modern technological teaching aids like computers, electric typewriters, television sets, projectors, internet facilities among others are adequately utilized. Other technological devices available for teaching and learning according to Osuala (2009) include media typewriter or processor, video tape recorder, advanced calculators and digital library.

The relevance of new technology in teaching are numerous as the knowledge acquired may be used in distributing, buying, selling, marketing and servicing of products in e-commerce or via electronic system. New technology is relevant as it allows faster feedback, improved collaborative efforts between large groups of people, make distance and open learning easier. Eze (2015:36) pointed out that the benefits of new technologies in teaching include:



- The use of new technology is more effective for teaching low cognitive materials than cognitive materials.
- It is more suitable for teaching young people at digital age than old ones.
- Economic disadvantaged students benefit more from the use of modern technologies than with conventional aids.
- Students retain what they have learned better with new technologies than ordinary teaching aids.
- It leads to more positive attitudes and independent learning in e-learning world.
- The use of new technologies acts as a supplement to conventional instruction for higher achievement.

Despite the numerous benefits of utilizing new technologies in teaching and learning, some universities, even those in South East Nigeria still make use of old methods of teaching that encourage rote learning. Lecturers are still seen as source of content and the programme is still teacher-centred instead of student-centred. Sequel to that, Ezeabii and Agomuo (2017) observed that some lecturers do not make use of ICT facilities in teaching and this is not acceptable. In addition, it seems that these new technologies are not even available or where available not in sufficient quantity for use in the universities. Ezeabii and Agomuo found out that the ICT facilities are not available to a high extent in the universities in Nigeria for teaching and learning.

However, these new technologies are supposed to be provided in the universities by the government, universities administration, communities where these institutions are situated, lecturers and so on. In fact, all stakeholders have parts to play. The question is: are these stakeholders playing their part? Uwaifo (2009) noted that government contributions to education has not yielded a positive correlation with the population of students, dilapidation of existing facilities and improvement in ICT based learning. Also, Okeke (2017) opined that these government related challenges have influenced the availability and utilization of new technologies in schools.

In the provision and utilization of these new technologies, lecturers are also stakeholders. Their positive or negative contributions will make or mar the utilization of these new technologies in our institutions. Regrettably, Mbah, Obi, Ehimen and Onyebuenyi (2018) observed that teachers lack the skills and knowledge to effectively utilize new technologies in teaching in contemporary society. Subsequently, Agwazia, Ayembre and Ukor (2014) stated that the teachers'



challenges on the use of ICT in teaching students include lack of relevant facilities, lack of supporting staff, poor funding and lack of ICT pedagogical importance. In effect, when a lecturer is deficient in the use of instructional aids for a programme, the programme, will suffer.

Nevertheless, these anomalies do not augur well for the achievement of business education objectives. It may lead to production of theoretical graduates who lack the practical aspects and as such cannot function in automated offices in this E-world. The graduates will be irrelevant to the demands of the current society. This suggests that the utilization of the new technologies is facing some challenges. Challenges may be seen as a process or action to take possession or convince one to act. Okeke (2015) viewed challenges as the situation of being faced with something that needs greater mental or physical efforts in order to be done successfully and therefore tests a person's ability. Business education programme seems to be facing a lot of challenges in this technological era with respect to using new technologies in teaching and learning. No wonder their graduates roam about the streets in search of jobs. Some employed cannot even make use of the automated office well. Lecturers still make use of the old methods and equipment instead of new technologies. Hence, the need to identify the challenges to the utilization of new technologies in business education programme of public universities in South East Nigeria.

Research Questions

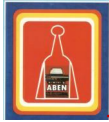
The following research questions guided the study:

1. What are the government-related challenges to the utilization of new technologies in business education programme of public universities in South East Nigeria?
2. What are the lecturers-related challenges to the utilization of new technologies in business education programme of public universities in South East Nigeria?

Research Hypotheses

The following null hypotheses guiding the study:

1. There is no significant difference between the mean ratings of male and female business educators on government-related challenges to the utilization of new technologies in business education programme of public universities in South East Nigeria.



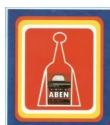
2. A significant difference does not exist between the mean ratings of male and female business educators on lecturers-related challenges to the utilization of new technologies in business education programme of public universities in South East Nigeria.

Method

Descriptive survey research design was adopted in this study. Descriptive survey research according to Nworgu (2015) is one in which a group of people or items are studied by collecting and analysing data from only a few people or entire group. The design is suitable for this study because data will be collected and analysed from business educators in South East Nigeria. The area of the study is South East Nigeria. South East is one of the six geopolitical zones in Nigeria. It is made up of five states (Abia, Anambra, Ebonyi, Enugu and Imo). The population for the study consists of 53 business educators in the public universities in South East State of Nigeria. Due to the manageable size of the population, the entire number was used, hence no sampling was done.

A 33 item structured questionnaire developed by the researchers through extensive literature review was the instrument for data collection. It was divided into two parts. Part 1 was on biodata while part II had two sections based on the two research questions. Four point rating scale of strongly (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) was used. The instrument was face validated by three experts from Enugu State University of Science and Technology Enugu. While one expert was from measurement and evaluation unit of Science and Computer Education Department, the other two were from Business Education Department. To determine the reliability of the instrument, 20 copies of it was administered to business educators in Rivers State University and Federal University of Port-Harcourt Rivers State South East Nigeria. The data collected were analysed using Cronbach Alpha. The overall Cronbach Alpha Coefficient was 0.69 indicating high reliability of the instrument. Three research assistants conversant with the area of the study were briefed and used to administer and collect the questionnaire. However, 52 out of 53 copies of the questionnaire distributed were retrieved representing 98.11% return rate.

Two research questions and two null hypotheses guided the study. Weighted means and standard deviations were used to answer the research questions while t-test was used for hypothesis testing. Decision rule with regards to research questions were based on real limits of the mean on a four point scale. The four point scale was coded as follows:



Strongly Agree	=	3.50 4.00
Agree	=	2.50 3.49
Disagree	=	1.50 2.49
Strongly Disagree	=	1.00 1.49

Standard deviation was used to determine the homogeneity or otherwise of the opinions of the respondents. For decision rule on null hypotheses, t-test of no significant difference was used to test the null hypotheses at .05 level of significance and at appropriate degree of freedom. The null hypothesis was significant where the probability value was less than the .05 significant level at appropriate degree of freedom, otherwise the null hypothesis was not significant.

Results

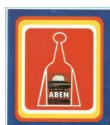
The result of the study were presented based on the research questions and hypotheses that guided the study.

Research Question 1

What are the government-related challenges to the utilization of new technologies in business education programme of public universities in South East Nigeria?

Table 1: Mean ratings and standard deviation of business educators on the government related challenges to the utilization of new technologies in business education programme of public universities in South East Nigeria.

S/N	Government Related Challenges to the Utilization of New Technologies in Business Education Programme Include:	$\bar{X}$	SD	Decision
1	Poor funding of ICT facilities in the universities	2.98	0.94	Agree
2	Politicization of new technology projects in the universities	2.90	0.98	Agree
3	Lack of government support on innovative teaching approaches in business education	2.65	1.01	Agree
4	Low level of supervision of tertiary education programme by relevant authorities	2.83	0.76	Agree
5	Lack of legislative framework on the utilization of new technologies in the universities	2.87	0.99	Agree
6	High level of political bottleneck on the implementation of ICT projects	2.85	0.89	Agree
7	High level of corruption in the government system	2.81	0.86	Agree
8	Employment of in experienced business educators to the universities to teach	2.87	0.97	Agree
9	Appointment of unqualified administrators	3.00	0.92	Agree
Cluster Mean/Standard Deviation		2.86	0.92	Agree



The analysis of data presented in Table 1 above shows mean ratings ranging from 2.65 to 3.00 depicting agree. This means that the respondents agreed to the items as the government related challenges to the utilization of new technologies in business programme of public universities in South East Nigeria. The overall cluster mean of 2.86 further attests to that. The low standard deviation of 0.92 indicates that the respondents have similar opinions to the items.

Hypothesis 1

There is no significant deference between the mean ratings of male and female business educators on government-related challenges to the utilization of new technologies in business education programme of public universities in South East Nigeria.

Table 2: Summary of t-test analysis on mean ratings of male and female business educators on government-related challenges to the utilization of new technologies in business education programme of public universities in South East Nigeria.

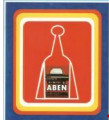
Variables	N	t	df	Sig. (2tailed)	Mean Difference	Std. Error Difference	Decision
Male	17	1.211	50	0.232	2.03193	1.67780	Not
Female	35						Significant

The result of t-test analysis in Table 2 shows that the t-value at .05 level of significance and 50 degree of freedom for the 9 items is 1.211 with a significant value of 0.232. Since the significant value of 0.32 is more than .05 level of significance, the null hypothesis is not significant. This means that there is no significant difference regarding the 10 items on the mean ratings of male and female business educators on government-related challenges to the utilization of new technologies in business education programme of public universities in South East Nigeria.

Research Question 2

What are the lecturers-related challenges to the utilization of new technologies in business education programme of public universities in South East Nigeria?

Table 3: Mean ratings and standard deviations of business educators on the lecturers-related challenges to the utilization of new technologies in business education programme of public universities in South East Nigeria.



S/N	Lecturers'-Related Challenges on the Utilization of New Technologies in Business Education:	$\bar{X}$	SD	Decision
10	Inadequate knowledge of the new technologies by business educators	2.92	.097	Agree
11	Laziness on the part of the lecturers in using the new technologies	2.88	1.02	Agree
12	Absence of interest in attending seminars/conferences in new technologies	2.87	1.07	Agree
13	Mal-handling of the new technologies resulting to spoilage of them	2.94	1.07	Agree
14	Poor cooperation of the administrators to the needs of new technologies	2.96	1.04	Agree
15	Unwillingness of some lecturers to adopt new technologies	2.90	1.10	Agree
16	Unwillingness in sponsoring themselves for new technologies	3.08	0.97	Agree
17	Non-relatedness of the available new technology facilities to the lecturers instruction	3.06	0.92	Agree
Cluster Mean/Standard Deviation		2.95	1.02	Agree

The data presented in Table 3 above shows that the mean ratings for the items ranges from 2.92 to 3.08 indicating agreed. This shows that the respondents agreed to the items as the lecturers related challenges to the utilization of new technologies in business education programme of public universities in South East Nigeria. The low standard deviation of 1.02 depicts that the respondents did not differ remarkably in their opinions with respect to the items.

Hypothesis 2

A significant difference does not exist between the mean ratings of male and female business educators on lecturers-related challenges to the utilization of new technologies in business education programme of public universities in South East Nigeria.

Table 4: Summary of t-test analysis of mean of male of female business educators on lecturers-related challenges in business education programme of public universities in South East Nigeria.

Variables	N	t	df	Sig. (2tailed)	Mean Difference	Std. Error Difference	Decision
Male	17	1.324	50	0.192	2.32353	1.75515	Not
Female	35						Significant



The data obtained from the t-test analysis in Table 4 shows that the t-value at .05 level of significance and 50 degree of freedom for the items is 1.324 with a significant value of 0.192. Since the significant value of 0.192 is more than the .05 level of significance, the null hypothesis is not significant. This means that a significant difference does not exist with respect to the eight items on the mean ratings of male and female business educators on lecturers'-related challenges to the utilization of new technologies in business education programmed of public universities in South East Nigeria.

Discussion of Findings

The findings of the study according to research question one identified the government-related challenges to the utilization of new technologies in business education programme of public universities in South East Nigeria. These challenges include: poor funding of Information and Communication Technology (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 and so on. The findings of the study are in agreement with Uwaifo (2009) who noted that the government contributions to education has not yielded a positive correlation with the population of students, dilapidation of existing facilities and improvement in ICT based learning. It also agrees with statement of Okeke (2017) which opined that these government related challenges have influenced the availability and utilization of new technologies in schools. The implication of the findings is that the government related challenges hinder the utilization of new technologies in business education programme.

The result of null hypothesis one showed that there is no significant difference between the mean ratings of male and female business educators on government related challenges to the utilization of new technologies in business education programme of public universities in South East Nigeria. This depicts that gender of the respondents has no influence on the identified government-related challenges to the utilization of new technologies in business education programme. The findings are in line with Ezeabii (2017) who observed that there is no gender bias in teaching and learning of the course in the universities and both male and female students enrol for the programme and are exposed to the same skills.



The result of the study in research question two identified the lecturers' related challenges to the utilization of new technologies in teaching business education in universities in South East Nigeria. These challenges include: 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 and conferences in new technologies, mal-handling of the new technologies resulting to spoilage of them, poor cooperation of the administrator to the needs of new technology, unwillingness of some lecturers to adopt new technologies, unwillingness in sponsoring themselves for new technologies training, non-relatedness of the available new technology facilities to the lecturers instruction. The findings of the study depicts that the identified challenges hinder the utilization of new technologies in business education the identified findings are in agreement with Mbah, Obi, Ehimen and Onyebuenyi (2018) which observed that teachers lack the skills and knowledge to effectively utilize new technologies in teaching contemporary society. In addition, Agwazia, Ayembre and Ukor (2014) stated that the teachers' challenges on the use of ICT in teaching students include lack of relevant facilities, lack of supporting staff, poor funding and lack of ICT pedagogical importance. The implication of the findings is that when teachers are deficient in instruction and use of instructional aids, the students tend to suffer.

The findings of the study on hypothesis two indicated that there is no significant difference between the mean ratings of male and female business educators on lecturers-related challenges to the utilization of new technologies in business education programme of public universities in South East Nigeria. This implies that gender of the business educators has no influence on the identified challenges.

Conclusion

The study identified the government-related and lecturers related challenges to the utilization of new technologies in business education programme of public universities in South East Nigeria. The result of the study has numerous implications. It will expose to the government their lapses in business education programme as a major stakeholder. It will spur the government to allocate adequate amount of money to business educating programme for acquisition of the new technologies provide the needed infrastructures for the new technologies and review business education programme of universities to reflect the current technological changes-the society.



The findings will spur the lecturers of business education to update their knowledge on new technologies and become digital for this era of technological advancement. Therefore the conclusion of this study is that the identified challenges should be considered so that barriers will be dealt with and new technologies utilized effectively for business programme to be relevant and meet up with the technological advancement.

Recommendations

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

1. The government of Nigeria should increase their allocations to education and business education in particular for the purchase of new technological facilities.
2. Government should supervise tertiary institutions through relevant authorities to see that the new technologies are utilized effectively for the achievement of business education objectives.
3. Lecturers should try and update their knowledge on new technologies through seminars and conferences.
4. Lecturers should try and increase their interest in utilization of new technologies in teaching and abhor laziness on that.

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EXTENT OF UTILIZATION OF SOCIAL SOFTWARE TECHNOLOGIES FOR ENHANCING SELF-REGULATED LEARNING BY BUSINESS EDUCATION STUDENTS IN ANAMBRA STATE, NIGERIA

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Abstract

The need to improve students' self-regulated learning necessitated this study to determine the extent of utilization of social software technologies for enhancing self-regulated learning by business education students in Anambra State, Nigeria. Two research questions guided the study. The study adopted descriptive survey research design and the population of the study comprised 150 (48 male and 102 female) 2018/2019 academic session final year business education students in the two tertiary institutions where business education programme is offered. There was no sampling since the population was manageable. A questionnaire which was validated by three experts in the field of business education and measurement and evaluation was used for data collection. The reliability of the instrument was established using pilot study and analysis carried out using Cronbach alpha method yielded correlation coefficients of 0.88 and 0.81 for cluster B1 and B2 respectively with an overall value of 0.85. Mean and standard deviation were used for data analysis. Findings showed that business education students are not utilizing social software technologies to self-regulate their learning and to develop their self-regulated learning strategies. The researchers recommended among others that; business education lecturers should incorporate social software technologies in instructional delivery. This is because their students must learn to use these technologies that workers use in professional careers. Failing to do so will widen already existing gap between industry and university education.

Keywords: *Utilization, Social Software Technologies, Self-regulated Learning and Business education*

Introduction

Education plays an important role in maintaining the socio-economic growth and development of a country. This is why every nation is striving to adopt the best educational delivery system to transmit knowledge for a sustainable future development. Currently, the field of education is undergoing vital changes in areas of



teaching and learning because of the advent of digital technologies. Digital technologies are electronic tools, systems, devices and resources that generate, store or process data. Digital technologies represent an open gateway to new learning alternatives, and favour acquisition of practical skills (Bernacki, Aguilar & Byrnes, 2011). They are electronic devices that provide opportunities for individualized instruction; accelerate students' acquisition of knowledge in active, self-directed and constructive ways. Digital technologies include; computers, internet technologies, multimedia and mobile phones, and social software technologies among others.

Social software technologies are digital technologies that make collaboration, social interaction and feedback possible for students. Social software technologies are communication and interactive tools (WhatsApp, Line, Skype, Google Talk), repositories (Slideshare, Instagram, Pinterest, Youtube and iTunes), and social network tools (Twitter, Facebook) among others that can be used in enhancing learning (Yot-Domínguez & Marcelo, 2017). The importance of social software technologies in education according to Beeland (2017) is that, they facilitate students' academic learning and achievement when effectively utilization. Beeland further stated that students' motivation, which is one of the main teachers' concerns in the classroom, can be improved through effective utilization of social software technologies. Furthermore, social software technologies provide multiple opportunities for team work and collaborations using web 2.0 and 3.0 online applications that allow text-based documents and presentations to be uploaded and accessed from any computer with a connection to the internet and collaboratively edited (Gillen & Barton, 2010). This would enable a group of students to work on the same document even when not in the same physical space at the same time. When students participate in collaborative group work, they need to share ideas, enter into negotiations when those ideas do not align with others in the group. Learning how to collaborate using social software technologies can thus, help students to develop skills in flexibility, cooperation, listening and compromise

Students are assumed to be utilizing social software technologies with greater ease for enhancing not only skills in speaking, listening, reading and writing, but also critical thinking and collaboration skills (Chelghoum, 2017). This is because the students represent the first generations to grow up with digital technologies. As a result, they are being called “digital natives” (a new generation that has grown up with technologies) (Prensky in Hayes, 2019). This is against the “digital immigrants” (individuals born and raised prior to the digital age). These people did not grow up with ubiquitous computing or the internet, and so, have had to learn and adapt to the



new languages and practices of digital technologies. In view of this fact, students (business education students inclusive) are expected to be utilizing social software technologies in self-regulating their learning (Kitsantas & Dabbagh, 2011).

Self-regulation refers to the process of learning that results to students' cognitive control and achievement. It encompasses goal-directed activities which allow the learners to actively engage in the learning practices rather than remain passive recipients of knowledge poured by their teachers (Schunk & Zimmerman, 2003). Schunk and Zimmerman further defined self-regulated learning as the process that assists students in managing their thoughts, behaviours, and emotions in order to successfully navigate their learning experiences. It enables the students to set learning objectives to be successful learners. Self-regulated learning is a self-directive process that enables students to transform their mental abilities into academic skills. It is a regular and mental knowledge process in which learners engage very actively until their learning objectives are realized (Zimmerman, 2008). Students' acceptance of responsibilities for their learning is the nucleus of self-regulated learning (Becker, 2011). Becker stated that the goals of self-regulated learning is updating skills, acquiring new knowledge, and solving new problems. The author averred that self-regulated learning is closely intertwined with the constructivist perspective where learners are active in their learning and construct meaning internally rather than passively receiving knowledge from external sources. Furthermore, Zimmerman (2000) developed a cyclical model of self-regulation from social-cognitive theory and research. This model has been successfully applied to education, and includes three phases:

- a. Forethought phase: Consists of processes that precede any effort; and involve the beliefs and attitudes of students in goal-setting and strategic planning.
- b. Performance control phase: Represents processes occurring during learning efforts and include self-control and self-observation.
- c. Self-reflection phase: Processes occurring after learning or performance, and involves reflecting on the self-monitored information to evaluate one's performance and to make adjustments during future learning attempts. The two general processes in this phase are self-judgments and self-reactions.

Developing self-regulated learning by business education students could be facilitated by utilizing social software technologies. Business education students could utilize communication technologies such as WhatsApp, Skype and Google



Talk to exchange academic information, solve self-doubts, and carry out online discussions with course mates. They could also utilize repository technologies such as Slideshare, Instagram, Pinterest, Issuu, Calameo, Youtube and iTunes to review specific materials obtained for studies. Production and storage technologies (wikis & blogs, Dropbox, Google +) could be use for collaboration while multimedia technologies such as podcast and video could be used to listen to the previously recorded lesson. Utilization of these social software technologies can help business education students further their subject knowledge, to apply their existing knowledge to their learning and to understand how software technologies can be used appropriately in the workplaces. In agreement, Watty, McKay, Ngo, Holt, McGuigan, Leitch and Kavanagh (2015) stated that the utilization of digital technologies can help students to acquire requisite skills and competencies such as goal-setting; team work; self-independent, self-assessment; digital and self-management skills needed for gainful employment or self-employment upon graduation. This supports the earlier assertion of Dabbagh and Kitsantas (2012) who acknowledged that social software technologies can enhance students' self-regulated learning. Golonka, Bowles, Frank, Richardson and Freynik (2014) on the other hand reported that ICT offers great pedagogical potentials to cater for learners and provides a significant learning space for self-regulated learning.

The utilization of social software technologies by students are gaining grounds in general courses such as mass communication, nursing, architecture and engineering, however, it seems that these technologies are not being adequately utilized by business education students to self-regulate their learning. In support, Watty et al. (2015) revealed that business education has been slow to embrace digital technologies. Similarly, in Nigeria, some students of tertiary institutions (business education students inclusive) are believed to be utilizing social software technologies for pursuit of academic goals; however, it appears that many are not fully acquainted with these technologies. In support, Adebowale (2013) regretted that students have their web 2.0 social software technologies such as Facebook, Whatsapp, Instagram e-mails and instant messaging, constantly running in the background while they are carrying out their academic engagements. These create distractions and reduce the quality of their studying time. Long (2012) reported that though earlier studies have demonstrated that social software technologies are widely embraced by the younger generation (students), the exposure and use of these



technologies tend to have negative implications on the students. This is as a result of more time being dedicated to the use of social software technologies for non-academic usage and less time to academic usage by students.

In line with the issue of usage of social software technologies in academic activities, Kitsantas and Dabbagh (2011) acknowledged that empirical research in university students' utilization of social software technologies for promoting self-regulated learning was still very limited. Margaryan, Littlejohn and Vojt (2011) stated that a number of studies that analyzed the presence of technologies in the university students' learning processes revealed that digital technologies are utilized, but self-regulated learning are not pursued with the use of digital technologies. Lai and Gu (2011) on the other hand found that students have limited knowledge regarding the use of digital technology for self-regulated learning. Supporting these findings, Yot-Domínguez and Marcelo (2017) reported that university students do not incorporate digital technologies into their own academic learning process. Yot-Domínguez and Marcelo further revealed that students make limited use of digital technologies for self-regulated learning. Sahin-Kizil and Savran (2016) however noted that EFL learners were actively engaged in the use of ICT tools for self-regulated language learning, but there were variations both among the students and in aspects of regulating learning through the use of ICT tools.

The extent of utilization of digital technologies for self-regulated learning could depend on gender of the users. This implies that the gender of business education students could significantly influence the extent students are utilize social software technologies for enhancing self-regulated learning. In support, Sahin-Kizil and Savran (2016) revealed that there was a difference between male and female students' use of ICT tools for self-regulated language learning, and the difference was statistically significant. Similarly, Nwaukwa et al. (2018) reported that gender was a significant factor on the extent business education students utilizes e-portfolios for academic learning. This supports the earlier finding of Adeshina, Udoh, Ndomi and Aliyu (2012) which showed that males utilize digital technologies for academic learning more than their female counterparts. It is against this backdrop that this study was carried out to ascertain the extent of utilization of social software technologies for enhancing self-regulated learning by business education students in Anambra State.



Statement of the Problem

The major purpose of business education at tertiary education levels is to produce skillful and dynamic graduates capable of competing in the job market or become successful entrepreneurs. To meet this objective, business education needs to adapt and embrace digital technologies. The popularity of these technologies among students has increased educational stakeholders' expectation to see these technologies used for academic learning (Vin-Mbah, 2016). In recent years, educational stakeholders have held high hopes for the utilization of digital technologies to improve the quality of learning. With the emergence of digital technologies, numerous social software technologies *are* available for students to utilize in enhancing their self-regulated learning. However, the researchers are worried that business education students seem not to be harnessing these enormous educational potentials of social software technologies as they prefer using them for non-academic purposes and less time to academic usage. Their non utilization of these technologies seems to have affected their academic achievement in ICT related courses. Similarly, there seem to be scarce empirical studies in Anambra State on the extent of utilization of social software technologies for enhancing self-regulated learning by business education students in universities. This gap in literature necessitated the study.

Research Questions

The following research questions guided the study?

1. To what extent are social software technologies utilized for enhancing self-regulated learning by business education students in universities in Anambra State?
2. What self-regulated learning strategies are developed by business education students using social software technologies?

Hypotheses

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

1. Male and female business education students do not differ significantly in their mean ratings on the extent of utilization of social software technologies for enhancing self-regulated learning in Anambra State.
2. There is no significant difference in the mean ratings of male and female business education students on the extent they develop self-regulated learning strategies using social software in Anambra State.



Method

The descriptive survey research design was adopted for the study. The study was carried out in two public universities that offer business education in Anambra State. The population of the study consisted of 150 (48 male and 102 female) 2018/2019 academic session final year business education students of Nnamdi Azikiwe university, Awka and Chukwuemeka Odumegwu Ojukwu University, Igbariam. The population comprised 145 final year business education students from Nnamdi Azikiwe University, Awka and 5 final year business education students from Chukwuemeka Odumegwu Ojukwu University, Igbariam. The population was manageable therefore there was no sampling. Questionnaire developed based on insight from literature reviewed was used to collect data from respondents. The instrument on cluster B₁ was structured on a five point rating scale of Very Highly Utilized (VHU), Highly Utilized (HU) Moderately Utilized (MU), Lowly Utilized (LU) and Not Utilized (NU) While that of B₂ was structured on four point rating scale of Strongly Agreed (SA), Agreed (A), Disagreed (D) and Strongly Disagreed (SD).

The instrument was validated by three experts in the field of Business Education and Measurement and Evaluation Unit. The Cronbach Alpha coefficient for the clusters B₁ and B₂ yielded correlation co-efficient values of 0.88 and 0.81 respectively with an overall value of 0.85 which was considered reliable in line with the recommendation of coefficient of 0.70 or above is an acceptable reliability value. The researchers personally distributed copies of the questionnaires to the participants in their classes. On-the-spot method of administration and collection of questionnaire was used. Out of the 150 copies of questionnaire distributed, 146 copies were correctly filled and returned giving a return rate of 0.97 percent.

Statistical mean and standard deviation were used to analyze the research questions and determine the homogeneity or otherwise of respondents' views while t-test was used to test the null hypotheses at 0.05 level of significant. In testing the null hypothesis, when p-value was greater than the significant value, the null hypothesis was accepted otherwise, the null hypothesis was rejected. The analysis was performed using SPSS version 23.0.

Results

Research Question 1

To what extent are social software technologies utilized for enhancing self-regulated learning by business education students in universities in Anambra State?

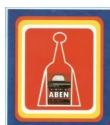
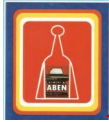


Table 1: Respondents' mean ratings and standard deviation on the extent social software technologies are utilized for enhancing self-regulated learning (N =146)

S/N	Social Software Technologies	X	SD	Remarks
1	Whatsapp	4.50	0.61	Very Highly Utilized
2	Twitter	2.28	1.02	Lowly Utilized
3	Facebook	4.57	1.05	Very Highly Utilized
4	LinkedIn	1.45	0.17	Not Utilized
5	Skype	1.49	0.82	Not Utilized
6	Line	1.44	1.09	Not Utilized
7	Google Talk	3.34	0.75	Moderately Utilized
8	Slideshare	1.43	0.17	Not Utilized
9	Instagram	2.38	0.96	Lowly Utilized
10	Pinterest	1.64	0.34	Not Utilized
11	Youtube	1.44	0.56	Not Utilized
12	Calameo	1.34	0.92	Not Utilized
13	iTunes	2.49	0.82	Lowly Utilized
14	ExamTime	1.47	1.09	Not Utilized
15	Google +	2.59	0.97	Moderately Utilized
16	wikis & blogs	1.87	0.75	Lowly Utilized
17	cloud	1.40	0.80	Not Utilized
18	Dropbox	1.43	0.62	Not Utilized
19	Delicious	1.47	1.08	Not Utilized
20	specific apps like Whiteboard Lite and EverNote)	1.45	0.93	Not Utilized
21	podcast	1.48	0.87	Not Utilized
22	video	2.68	0.91	Moderately Utilized
23	Wikipedia or online	4.54	0.73	Very Highly Utilized
24	dictionaries	4.65	0.52	Very Highly Utilized
25	translators	1.42	0.72	Not Utilized
26	Google academic	4.12	0.71	Highly Utilized
27	Dialnet	1.29	1.11	Not Utilized
28	MindManager	1.38	0.52	Not Utilized
29	RefWorks	1.26	0.87	Not Utilized
30	Mendeley	1.28	1.53	Not Utilized

Data in Table 1 shows that out of 30 social software technologies listed, items 1, 3, 23 and 24 with mean scores ranged between 4.50 and 4.65 are very highly utilized by business education students for enhancing self-regulated learning. Item 26 is highly utilized, items 7, 15 and 22 with mean scores ranged between 2.59 and 2.68 are moderately utilized, items 2, 9, 13 and 16 with mean scores ranged between 1.87 and 2.49 lowly utilized while the remaining 18 items are not utilized for enhancing their self-regulated learning. The analysis shows that responses to items 27 and 30 have



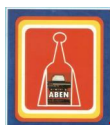
the highest deviation (1.11 and 1.53) among the respondents, this suggests that the respondents are quite divided in their opinions as to the extent they utilize Dialnet and Mendeley for enhancing self-regulated learning. Other items show homogeneity in the respondents' responses.

Research Question 2

What self-regulated learning strategies are developed by business education students using social software technologies?

Table 2: Respondents' mean ratings and standard deviation on self-regulated learning strategies developed using social software technologies (N = 146)

S/N	Goal-setting/Planning Strategy	X	SD	Remarks
1	I use Google Calendar, EverNote to manage my academic activities	1.43	0.64	Strongly Disagreed
2	I use Whiteboard Lite to set sub-goals for my next stage of learning.	1.39	0.61	Strongly Disagreed
3	I use MindManager tool to plan relevant materials to do outside of the school	1.29	0.79	Strongly Disagreed
4	I use Google academic to record learning information to be used for exam revision	2.46	0.78	Disagreed
5	I use blog/wiki to reflect on your own learning experience	2.47	0.73	Disagreed
Self-monitoring Strategy				
6	I record my own content-related podcasts to use them when I'm studying.	1.49	.79	Strongly Disagreed
7	I record the teacher's presentations with my mobile device	1.54	.94	Disagreed
8	When studying, I listen to content-related podcasts found on iTunes, iVoox	1.44	.67	Strongly Disagreed
9	When preparing a presentation, a practical Exam, I record myself using a handheld device.	1.45	.95	Strongly Disagreed
10	I use podcast, videos to effectively monitor myself to achieve the learning goals at each stage	1.47	.82	Strongly Disagreed
Personal Management Strategy				
11	I use programmes such as Google Calendar, EverNote... to handle my academic activity agenda.	2.53	0.52	Disagreed
12	I download content-related material through my institution's repository of learning objects (RODAS, RiUMA, etc.) or from open learning resource libraries such as Universia.	2.42	0.45	Disagreed



13	I use Really Simple Syndication (RSS) feeds to receive updated information about topics I am interested in.	1.51	1.01	Disagreed
14	I use specific apps (such as scientific calculator Kaljulilo, Whiteboard Lite to solve problems and exercises included in the subjects.	1.82	1.23	Disagreed
Self-evaluation Strategy				
15	I look for content-related, self-evaluation exercises online and I use them to prepare for exams	2.49	0.91	Disagreed
16	I create online exam samples (ExamTime, Google Forms) and I share them with my classmates when preparing exams	1.67	0.57	Disagreed
17	I use podcast, and video to Listen to the previously recorded lesson	1.37	0.81	Strongly disagreed
18	I use podcast and video to Listen to the previously recorded lessons	2.36	0.76	Disagreed
19	I use blog/wiki to reflect on your own learning experience	2.47	0.73	Disagreed

Data in Table 2 shows four self-regulated leaning strategies (goal-setting/planning, self-monitoring, personal management and self-evaluation) business education students are expected to develop using social software technologies. The Table discloses that out of the 19 items listed according to each strategies, business education students rated 8 items “strongly disagreed” while the remaining 9 items are rated “disagreed”. This indicates that business education students are not utilizing social software technologies in developing their goal-setting/planning, self-monitoring, personal management and self-evaluation strategies.

Discussion

Findings of the study revealed that business education students do not utilize majority of social software technologies available to them in enhancing their self-regulated learning. The findings showed that Whatsapp, Facebook, Wikipedia and online dictionaries are the most utilized by the respondents. This finding agrees with that of Yot-Domínguez and Marcelo (2017) who found that Whatsapp and Facebook are digital technologies that students generally want to use in enhancing their academic learning. Mirriahi and Alonzo (2015) reported that the type of digital technologies that students utilized for enhancing learning has remained unchanged over the years. This supports the earlier findings of Khodabandelou (2013) that Facebook is the most popularly utilized social software technology for academic



purposes. In support, Eke-Okpala and Omekwu (2014) disclosed that the extent to which students of tertiary institutions utilized Facebook and Whatsapp for academic purposes was high when compared to Twitter which was very lowly utilized.

The fact that business education students rated their utilization of social software technologies as “lowly utilized or not utilized” could be as a result of not being aware of majority of the technologies or lack of adequate knowledge of how to utilize them for enhancing self-regulated learning. Business education students may not be adopting self-regulated strategies which could also affect their general attitude towards utilizing these technologies for enhancing their self-regulated learning. In agreement, Watty et al. (2015) revealed that social software technologies have not been extensively adopted by students of business education programmes to a great extent. Adebowale (2013) also revealed that students prefer utilizing digital technologies for non-academic purposes more than enhancing their academic learning. This supports the earlier findings of Oliver (2009) that new technologies have not been extensively utilized in the education system in Nigeria when compared to other fields such as management and engineering. Furthermore, Littlejohn, Margaryan and Vojt (2010) disclosed that university students are not inclined to utilizing digital technologies when self-regulating their learning process, even when they are regular users of digital technologies for social, personal and leisure activities, among others. In part, this is explained by their limited view that technologies have in learning.

The findings of the study disclosed that business education students are not utilizing social software technologies to develop their goal-setting/planning, self-monitoring, personal management and self-evaluation strategies. The findings of this study could be linked to the findings of Sebesta and Speth (2017), and Moeller, Theiler and Wu (2012), who revealed that majority of higher institution students, have limited knowledge of self-regulated learning strategies. This limited knowledge on how to self-regulate learning coupled with the fact that many university students prefer to utilize social software technologies for non-academic purposes rather than for enhancing learning could be the reason why they have a relatively less positive attitude towards utilizing social software technologies to develop their self-regulated learning strategies. The findings could also be attributed to business education lecturers not teaching students self-regulated learning strategies or encouraging students to utilize social software technologies to develop self-regulated learning strategies. In support, Authors (2015) asserted that if students do not use digital



technologies to regulate their own learning, it is because teachers neither require nor encourage their use. It becomes apparent that if students (business education students inclusive) do not use digital technologies to regulate their own learning, it is because teachers neither require nor encourage their use. Nwana (2012) reported that teachers' poor skills of digital technology application in instructional delivery constrain students' utilization of new technologies in enhancing their learning.

Conclusion

Today's students represent the first generations to grow up with digital technologies. They are being called "digital natives" because they have spent their entire lives surrounded by and using computers, email, the Internet, cell phones, instant messaging, video games, digital music players, video cams, cell phones, and all the other electronic tools of the digital age. It is now clear that as a result of this ubiquitous environment and the sheer volume of their interaction with it, today's students *think and process information fundamentally differently* from their predecessors. As a result, they are expected to be utilizing social software technologies with greater ease for enhancing their self-regulated learning. However, the findings of this study showed that in spite of the obvious potentials of social software technologies in stimulate students' active involvement in their learning process, and the development of their innate scientific, critical-thinking and self-regulatory learning abilities, business education students in universities in Anambra State are not utilizing these social softwares for developing their self-regulated learning strategies. Based on these findings, the researchers concluded that there is still need for more training and monitoring of business education students on how to utilize social software technologies for enhancing self-regulated learning in universities in Anambra State.

Recommendations

The following recommendations are made:

1. Seminars and workshops should be organized by Business Education Departments in universities to enlighten students on how to effectively utilize social software technologies to self-regulate their learning which will help to improve their and academic performance.
2. Business education lecturers should lead by example by utilizing social software technologies to self-regulate their own learning and for assessment of their students. This will enlighten the students to their benefits in education



and therefore, stimulate their interest in utilizing these social softwares for enhancing self-regulated learning.

3. Business education lecturers should incorporate social software technologies in instructional delivery. This is because their students must learn to use these technologies that workers use in professional careers. Failing to do so will widen already existing gap between industry and university education.
4. Business education Lecturers should create learning environments that favour independent and self-regulated learning, in which students have opportunities to seek challenges, to reflect on their progress, and to take responsibility and pride in their accomplishments.
5. Business education lecturers should adopted instructional strategies that can improve academic self-regulation. They should but present instructional models that promote self-regulated learning using social software technologies as support.

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FINANCIAL RESOURCE MANAGEMENT IN BUSINESS EDUCATION

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Abstract

This study discusses Financial Resource Management in Business Education. Descriptive survey research design was adopted for this study. Two research questions guided the study and two hypotheses were formulated. The population of the study comprises 34 Business Education lecturers in two Colleges of Education in Oyo State. Instrument for the study was validated by two experts and the reliability yielded 0.89. Mean and standard deviation was used to answer the research questions while t-test statistic was used to test the null hypotheses at 0.05 level of significance. Findings revealed that Business Educators agreed on the need for efficient financial management in Business Education and they also agreed to the identified constraints to proper financial management in Business Education. The testing of the two hypotheses shows that there was no significant difference between the two groups in term of their mean ratings on financial resource management in Business Education. The study concluded that efficient financial resource management is vital for the achievement of goals of Business Education. It was recommended among others that Business Education Departments should develop strategic plan that shows the process for identifying priorities and setting goals, inform operational strategies and budget decisions for the benefit of all stakeholders.

Introduction

The quality of every society is largely predicated on the quality of its educational system. In the light of the apparent constraints on educational resources and their efficient utilization for maximum result, the need for effective financial resource management cannot be over emphasized. Adebayo (2001) posit, that there must be sound administration in any organization as long as an organization consists of people brought together in hierarchical set-up making use of tools, equipment, human and material resources, all in the quest of attaining the goals for which the organization is established. The administration of a school/ institution has the



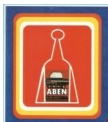
responsibility for bringing together various resources and allocating them effectively to accomplish the general goals of the institution. Nigeria, like other nations of the world has an obligation to prepare her citizens for life in a world that is characterized by rapid social, economic, political and technological changes. The relevant levels of government have been investing a substantial resource in setting up educational institutions for this purpose (NOUN, 2010).

In school administration, education resources are not only limited but can be effectively and efficiently managed when management activities are properly harmonized, organized, coordinated and controlled by the school management team. This is in agreement with Blunt (1990) who opines that: it is not the availability of these resources alone that guarantees effective performance of school, but their adequacy and effective utilization. However, no matter how well packaged a school administration or a school system is at any level of education, without adequate and efficient utilization of the available resources, the system may fail to achieve its desired results.

Financial resources are the funds required for the smooth operations of a school and are regarded as the life-wire of any system. It is indeed a more critical facet with which other factors of administrations are created, maintained and sustained. In school administration, funds are necessary for the procurement of facilities, equipment, electronics and communication gadget needed for effective performance. Apart from this, funds are needed to pay the salaries of administrative, academic and non-academic staff. A robust financial allocation for school administration would not only enhance goals attainment but its sustainability. Plan and policy implementation are responsive to funds availability. Funds are needed for the acquisition of fixed and current assets and to settle current liabilities and expenditures incurred in the course of administration (Usman 2016). Financial resources of a school consist of; internally generated revenues (IGR), loans, gifts, investments, subventions from government among others.

Financial management covers such areas as the procurement of funds, their allocation, monitoring their use in the interest of accountability and producing financial reports for the relevant stakeholders. Effective financial management ensures that:

1. All financial regulations and procedures are complied with,
2. All financial transactions are recorded accurately,



3. Adequate controls are in place to ensure that expenditures do not exceed income, and
4. Only authorized expenditures are incurred.

Financial management is, therefore, an integral part of the responsibility of an education manager because, without good financial management practices, schools would find it difficult to achieve their goals (Usman 2016).

Financial resources in Nigerian business education sector is not what it ought to be. Many aspects of the programmes like Student Industrial Training Work Experience Scheme, ICT equipment, provision of personnel, infrastructural facilities among others are grossly underfunded. According to Amesi and Nnadi (2015), inadequate funding is one of the constraint on business education as it has made the programmes to suffer some serious setbacks that has limited its effective contribution to the general economic development of the Nation.

Ibeneme (2005) and Amesi (2010) enumerated the following as major constraints to proper funding of business education: lack of specific budgetary allocation; lack of understanding of the difference between business education and general education by both government and individual, mismanagement of available financial and material resources meant for business education programmes; diversion of international donor assistance funds, equipment and materials; unfavourable government policies which negates effective financing of business education programmes; headship of business education programmes in institutions by non-business education programmes experts who do not understand the needs and demands of business education programmes. Financial Resources in Business Education can be effectively procured and utilized through appropriate financial planning and efficient budgetary systems.

Statement of the Problem

Generally, inadequate provision of financial resources has been identified as greatest challenge facing education in Nigeria (Nwadiani & Omoike, 2006; Asiyai, 2015), especially vocational and technical education sector because of its capital-intensive nature (Adeyanju, Adekunle, Osifila, 2007), of which business education programme is a major component. As a result of this, every item within the business education instructional environment requires adequate optimization of financial resources. However, in view of the contending demands for financial resources by



various sectors of the Nigerian economy, business education has been finding it difficult to employ manpower in terms of quality and quantity, develop or renew curriculum, and offer a wide-range of modern infrastructure and facilities, such as the state-of-the-art lecture halls, workshops, studios, libraries, entrepreneurial research centres, and Information Technology (IT) services. Any attempt to ignore these problems may deter business education from achieving its goals and objectives. To address the identified problems, this study focused on the perception of business educators on the need for and constraints to efficient financial management.

Research Questions

The following research questions were raised to guide the study:

1. What is the perception of business educators on the need for efficient financial resource management in business education?
2. What are the constraints to proper financial resource management in business education?

Ho₁: Hypotheses

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

Ho₁: There is no significant difference between the mean ratings of female and male business educators on the need for efficient financial resource management in business education.

Ho₂: There is no significant difference between the mean ratings of female and male business educators on the constraints to proper financial resource management in business education.

Method

Descriptive survey research design was adopted for this study. 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 considered to be representative of the entire group. The population for this study comprised 34 Business Educators from two colleges of education in Oyo State. (18 from Federal College of Education (Sp), Oyo and 16 from Emmanuel Alayande College of Education, Oyo, Oyo State). No sample since the population is manageable. Data were collected through a structured questionnaire on a four-point scale of; Strongly Agree SA (4), Agree A (3), Disagree D (2), and Strongly Disagree SD (1). The instrument achieved a reliability



coefficient of 0.89 based on Cronbach Alpha procedure. Data collected were analyzed using mean and standard deviation for the research questions, while t-test was used to test the hypotheses at 0.05 level of significance. Decision on research questions were made based on the real limit of scale values 1 to 4 on a 4-point scale as follows: a mean value of 2.50 and above indicated respondents' agreement while a mean values of 2.49 and below indicated respondents' disagreement. The null hypothesis was accepted where the calculated t-value was less than the t-table value at the appropriate degree of freedom, otherwise, the null hypothesis was rejected.

Results

Research Question 1

What is the perception of business educators on the need for efficient financial resource management in business education?

Table 1: Mean score of respondents on the perception of business educators on the need for efficient financial resource management in business education.

S/N	Need for Efficient Financial Resource Management in Business Education	X N=34	SD	Decision
1	Identifying various sources of needs	3.52	0.63	Agree
2	Making wise investment decisions	2.64	0.72	Agree
3	Optimizing revenue	3.61	1.08	Agree
4	Efficient allocation of financial resources	2.62	0.62	Agree
5	Prioritizing areas of need	3.55	0.59	Agree
6	Ensuring smooth running of institutional activities	2.51	0.71	Agree
7	Allowing proper budgeting	2.63	0.65	Agree
8	Gives room for proper monitoring and evaluation	3.54	0.53	Agree
9	Allows transparency and accountability	3.67	0.66	Agree
10	Prevents fraud and mismanagement of fund	3.62	0.69	Agree

Key: X= Mean, SD = Standard Deviation

Table 1 reveals that the respondents agreed to items 1-10 having mean score above 2.50. The response shows that there is a need for efficient financial resource management in business education.

Research Question 2

What are the constraints to proper financial resource management in business education?

Table 2: Mean score of respondents on the constraints to proper financial resource management in business education.

S/N	Constraints to Financial Resource Management in Business Education	X N=34	SD	Decision
1	Inadequate record keeping	3.54	0.54	Agree
2	Ineffective internal control system	3.62	0.86	Agree
3	Lack of transparency in management of financial resources	2.53	0.84	Agree
4	Lack of budgeting and proper evaluation	2.73	0.87	A
5	Inefficient auditing system	3.68	0.77	SA
6	Inadequate training and retraining on financial resource management	2.67	0.66	A
7	Lack of periodic income and expenditure statement	2.54	0.53	A
8	Overstaying of staff in sensitive positions	2.55	0.82	A
9	Lack of reward for honesty and hard work	3.71	0.63	SA
10	Inadequate checks and balances in financial operations	2.62	0.55	A

Key: X = Mean, SD = Standard Deviation

Table 2 shows that respondents agreed to all the 10 items having mean ranging from 2.53 to 3.73. This indicates that financial resource management in business education is adversely affected by the listed constraints.

Test of Hypotheses

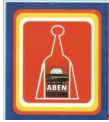
Ho₁: There is no significant difference between the mean ratings of female and male business educators on the need for efficient financial resource management in business education.

Table 3: Summary of t-test analysis of the opinion of female and male business educators on the need for efficient financial resource management in business education.

Group	N	X	SD	Df	P	t-Cal	t-Critical	Decision
Female	16	3.22	0.70	32	0.05	0.52	1.68	Not significant
Male	18	3.17	0.63					

Key: N = No. of Respondents, X = Mean, SD = Standard Deviation, Df = Degree of Freedom, P = Level of Significance, t-Cal = t-calculated, t-Critical (table).

The result in Table 3 reveals that the t-calculated value of 0.52 is less than the t-critical table value of 1.68 at 0.05 level of significance and 32 degree of freedom. The hypothesis is therefore accepted.



H₀₂: There is no significant difference between the mean ratings of female and male business educators on the constraints to proper financial resource management in business education.

Table 4: Summary of *t*-test analysis of the opinion of female and male business educators on the constraints to proper financial resource management in business education.

Group	N	X	SD	Df	P	t-Cal	t-Critical	Decision
Female	16	3.25	0.82	32	0.05	0.46	1.68	Not significant
Male	18	3.06	0.57					

Key: *N* = No. of Respondents, *X* = Mean, *SD* = Standard Deviation, *Df* = Degree of Freedom, *P* = Level of Significance, *t-Cal* = *t*-calculated, *t-Critical* (table).

The result in Table 4 reveals that the *t*-calculated value of 0.46 is less than the *t*-critical table value of 1.68 at 0.05 level of significance and 32 degree of freedom. The hypothesis is therefore accepted.

Discussion of Findings

The findings of this study revealed that respondents agreed that there is a need for efficient financial resource management in business education. This is in consonance with the submission of Usman (2016) who asserted that good financial management is an integral part of the responsibility of an education manager without which schools would find it difficult to achieve their goals

This study further showed that both female and male lecturers concurred that financial resource management in business education is adversely affected by the listed constraints. This is in agreement with the findings of Amesi (2010) who enumerated the following as major constraints to proper funding of business education: lack of specific budgetary allocation; lack of understanding of the difference between business education and general education by both government and individual, mismanagement of available financial and material resources meant for business education programmes among others.

The study also found that there was no significant difference between the responses of female and male lecturers in colleges of education covered by this study on the need for efficient financial resource management in business education consequently, the two null hypotheses were accepted.



Conclusion

Efficient resource management is indispensable in any education programme. This study concludes that smooth running of business education programme requires sound financial resource management. The identified constraints to financial resource management in business education programmes should be adequately mitigated to achieve the desired goals. A robust financial resource management is vital for a sustainable business education programme.

Recommendations

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

1. Business education departments should put in place effective internal control in financial operations.
2. Transparency and accountability should be the watchword in managing finances of business education programmes.
3. Business education managers should develop a strategic plan that shows how the process for identifying priorities and setting goals inform operational strategies and budget decisions, and then communicate such plan to all stakeholders.

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CHALLENGES OF NEW TECHNOLOGIES IN BUSINESS EDUCATION PROGRAMME IN UNIVERSITIES IN RIVERS STATE

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Abstract

This paper examined new technologies and its challenges in Business Education programme in Universities in Rivers State. It addresses new technologies in Business Education, technological changes and challenges associated with its implementation. The reforms in the nation's education delivery have led to the tinkling of the programme requiring the utilization of new technologies. The impact of these new technologies on the programme, therefore, cannot be over-emphasized. Where the impact is positive, it indicates that the objective for integration is worthwhile; where it is negative, it shows that there is a serious problem demanding some actions. Education across the globe is now centred on new technologies hence; Business Education cannot ignore the importance of utilization of new technologies. The conclusion drawn was that a worthwhile programme of Business Education ought to provide learning experiences that will equip the graduate(s) with requisite competencies in the use of new technologies and students ought to be trained to meet the market demands of the various occupations. The researchers went further to recommend amongst others that new technologies like overhead projector, video conferencing and computer (integrated multimedia consisting of stand-alone computer based work-station), Internet, Intranet, Local Area Network (LAN) and Wide Area Network (WAN) should be applied in Business Education for both teaching and learning.

Keywords: *New Technologies, Challenges, Business Education Programme.*

Introduction

Technology is a many-faceted phenomenon in materials created and advanced by man to free him from endearment by nature, but which, when undisciplined, enslaves its own creator. Technology, according to Nwoji (2012), could be seen as the application of scientific method to solving problems in our daily life. Agreeing with that, Akpomi and Ordu (2009) viewed technology as the entities, both material and



immaterial, created by the application of mental and physical effort in order to achieve some value. In this context, Amesi and Akpomi (2013) viewed technology to be tools and machines that may be used to solve both real world and educational problems.

Redmann and Kotrlik (2008) in Appah and Oyeyemi (2018) defined technology as the making, modification, usage, knowledge of tools, machines, techniques, crafts, systems and methods of organization in order to solve a problem, improve a pre-existing solution to a problem, achieve a goal, handle an applied input or output relation or perform a specific function. Utoware and Amiaya (2014) postulated that technology is the application of the scientific method to solving problems in our daily life. Technology helps to advance man's course in his environment but moderation and control ought to be exercised to direct its usage to solving problems of man, if not, may be misleading in itself. Technology in one form or the other has always been part of the teaching and learning environment. It has been part of the teacher's professional toolbox which is one of the resources they use to facilitate students learning (Iheukwumere, Uteh & Nkoro, 2018). Technology has changed dramatically over the years and its increasing variety and accessibility has expanded the toolbox and the opportunities teachers have. Baba, Ameh and Ezeahurukwe (2018) opined that technology has the potential to revolutionize the traditional teaching and learning process. Baba, Ameh and Ezeahurukwe argued further that technology can eliminate the barriers to education imposed by space and time, and dramatically expand access to lifelong learning. Students at this stage, will no longer meet in the same place at the same time to learn together from an instructor.

New technologies connote new innovations and applications of concepts, principles and processes for the improvement of human life. Today, the use of new technologies in teaching and learning is fast becoming a common phenomenon in all fields of study especially in Business Education because of its numerous benefits. According to Amiaya (2016), new technologies have become an important instructional tool to enhance accessibility, efficiency and quality of teaching and learning by facilitating access to resources and services as well as improve remote exchange and collaboration. Amiaya further buttressed that new technologies in education have become resources for networking environments and communications among teachers, giving them the possibility to update themselves, share experiences, create reformative materials and theoretical improvements. Onojetah (2014) remarked that



new technologies are also known as Information and Communication Technology (ICT), electronic technologies and e-learning which are used to facilitate and support teaching and learning. Nedum-Ogbede (2016) opined that new technologies revolve round the use of internet and other technological resources which are aimed at improving productivity, and the application of these facilities in teaching and learning helps to improve the delivery process and in turn assists to better students' performance in the education system.

Over the years, the social, economic and technological developments around the globe, have led to advancements in the way organizations operate. Particularly, improvements in Information Technology (IT) have assisted the emergence of new organizational forms, work practices, training methods and educational practices. This as a result, has aided teaching and learning methods in our educational institutions in general and in particular Business Education which is a form of education that equips its recipients to adapt to the changing world of work which is vocational in nature. (Ebirim, Mbaji, & Iwuzor, 2012; Grant, 2014). According to Okoli (2010), Business Education is an important part of the general education which emphasizes on skills and competencies acquisition for use in offices and business related occupations. Abdulkadir (2011) highlighted one remarkable, important and functional characteristic of Business Education programme which is that, its products can function independently as self-employed and employers of labour. For Business Education programmes to remain relevant in providing the needs of individuals and that of the society, it must embrace current trends (new technologies) in the academic and economic demands of the society. For Business Education to serve its purpose of providing the needs of the learners and the society, there ought to be continuous review in its curriculum in order to ensure that the quality of education provided is in line with societal demands. Nwagwu (2016) asserted that the programme of Business Education which is the vehicle through which Vocational Education hopes to accomplish her objectives is susceptible to changes which are associated with the innovations in technologies, especially those used in modern offices and schools. Nwagwu further buttressed that these noble objectives of Business Education could not be achieved without utilizing new technologies in the training of its learners. Business Education curriculum will therefore integrate new technologies that can help in passing the desired and required skills to the learners to make them employable and as well relevant in the ever-changing business environment (Utoware & Kren-Ikidi, 2013).



Therefore, the use of technology in Business Education entails the application of scientific method to solving problems regarding impartation of skills to learners to meet the changing needs and demands of the society. New technologies in Business Education are designed to prepare students for variety of careers in high-tech business offices. In Business Education, there existed technology in a crude form but there has been a dramatic and significant change in the methods used by Business Education to address the changing needs of the society. Jude and Anita (2014) opined that the technological changes in Business Education are basically from Information and Communication Technology (ICT) perspective which almost all the nations of the world are now driven and in order to keep abreast with this change, there must be a restructuring in the knowledge and skills given to learners or students in Business Education. Electronic office (E-office) is one of the emerging phenomena of the 21st century which is geared at a paperless office in which every office work is done with the use of computer. It is based on this that most Business Education departments in Nigeria's tertiary institutions are building ICT centres, improved computer laboratories as well as offering professional courses in computer studies to produce students or graduates that can easily adapt in their ever-changing business environment in which the use of typewriter is almost fading away. 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, among others, have not only revolutionized the office environment but have also brought changes in the ways people are doing things.

Technological Changes in Business Education Programme

According to Utoware and Kren-Ikidi (2013), Business Education has embraced enormous changes in technology in a bid to providing quality education to its students. These new technologies which revolve round the use of internet and resources have emerged and are aimed at improving productivity. E-How (2012) listed typical examples of internet teaching and learning media that facilitate teaching and learning in Business Education to include: Projectors, E-mail, Smart boards, Mimeo boards, Teleconferencing, Video Conferencing, E-book Reader and Streaming Videos.

Ezenwafor (2012) highlighted some of the new technologies in teaching and learning Business Education subjects to include:



1. The use of broadcast materials or CD-ROM for information collection and storage.
2. Usage of micro-computers with software applications to write or produce documents.
3. Skilful keyboarding.
4. Emailing and messaging.
5. Internet browsing using search engines, windows, messenger, yahoo, chat room, etc.
6. The use of opaque projector, slide projector and multi-media projector.
7. Utilization of e-banking, economics.
8. Utilization of different computer software applications such as word processors, spreadsheets, power point, desktop publisher, graphics, etc.

Challenges Associated with implementation of new technologies in Business Education

With the introduction of new technologies in Business Education programme, some of the challenges associated with its usage have been identified according to Nedum-Ogbede (2016) as follows:

1. **Resistance to Change:** Most Business Educators have not accepted society's entrance into the information age. The inability of most schools to resist change has also affected the effective utilization of new technologies in Business Education. Since modern offices have since transited from the manual operations to mechanical, and then to the present electronic era, some Business Educators are still finding it cumbersome to adapt to the rapidly changing techniques and new equipment in the work place. Oliver (2008) observed that since modern offices and organizations operate with and employ e-office processes, only workers who possess electronic office operations skills will remain relevant.
2. **Inadequate Funding:** One of the major challenges of implementing new technologies in Business Education is fund. Inadequate funding has affected the acquisition and in-service training of business educators for utilization of new technologies in higher institutions of learning. This is why most of the Business Education students do not possess the required skill to interact with information using appropriate technology in an expert and friendly manner. Supporting that, Drucker (2010) remarked that "knowledge workers are now needed by knowledge organizations that operate in knowledge economy".



3. **Inadequate Infrastructure:** Most of the institutions offering Business Education course are faced with inadequate new technologies such as Information and Communication Technology (ICT) to effectively utilize the opportunities offered by the internet. Though, personal computers are available to students in most Nigerian institutions, but they are not readily accessible and in most cases, not connected to the internet for surfing.
4. **Inadequate Skilled Manpower:** Shortage of qualified lecturers or trained personnel in some departments of Business Education in our institutions has posed a big challenge in the learning and teaching of Business Education courses using the new technologies. Some teachers are faced with myriad challenges occasioned by the introduction of new technologies. Global philosophy on education now includes these new changes in society. The teacher's approach to the classroom has got so much to do with what the learner learns.

Furthermore, Amesi and Akpomi (2013) listed the challenges of implementing new technology in Business Education as follows:

1. Avoiding technology for Technology's Sake: What problem(s) does this solve for my department? And, 'Does this add value compared to a low-tech alternative'?
2. Creating a vision: Who will use the technology? How will they use it? What is the goal? How will you measure progress?
3. Money! Money!! Money!!!: Will the new technology benefit the students? It is for intervention? Can it be used for after-school programme or not?
4. Professional development: How to get a professional developer that will inspire the lecturers in the department instead of condemning them, share best practices, and also guide your implementation to success.
5. Get everyone on board: Every implementation seems to have a couple naysayers who try to bring down the rest of the group.
6. Scheduling for success: Will the technology always be scheduled, or is it also available for impromptu use? Will students go to the technology or will it come to their classrooms?
7. Systems and procedures: How will devices be charged? What happens if something isn't working or breaks? Will students be allowed to print or access other hardware?



8. Unlocking lecturer or student motivation: Will the lecturers or students receive commendation? When the shiny has worn off, and technology has become the norm for lecturers or students, how will they be motivated?
9. Data and progress monitoring: Regular progress monitoring is one of the biggest keys to a successful technology programme.
10. Maintaining the enthusiasm: provision of professional development in order to meet the goals of the department.

Conclusion

Application and utilization of new technologies in Business Education is very important and necessary as Business Education programme is for and about business. New technologies bring about innovations and application of concepts, principles and process for the improvement of human life. Challenges arise with regard to new technologies based on resistance to change, inadequate funding, and inadequate infrastructure amongst others. The researchers viewed new technologies and its challenges as an important issue that needs to be treated with urgency and ensure that the requisite skills, knowledge and attitudes to live and work in a technologically and dynamic society is been put in place. It is therefore concluded that new technologies be recognized as very vital in adding easy teaching and learning in the educational system and Business Education in particular. Information technologies have always held great promise for transforming our teaching, thinking and learning. In spite of the role of new technologies in Business Education programme, there are quite a number of challenges associated with the use of technologies in teaching and learning of Business Education programme.

Recommendations

Based on the foregoing, the following recommendations were made;

1. New technologies like overhead projector, video conferencing and computer (integrated multimedia consisting of stand-alone computer based work-station), Internet, Intranet, Local Area Network (LAN) and Wide Area Network (WAN) should be applied in Business Education for both teaching and learning.
2. The curriculum of Business Education in universities should be enriched to include topics in information and communication technology, data



management, web page design among others at all level or classes. This will help enrich the knowledge and the skill base of the students during training and prepare them adequately for the world of work.

3. Institutions and organization should upgrade facilities and equipment in Business Education studios, laboratories, and workshops where the facilities are considered obsolete.
4. Government should allocate adequate amount of money to Business Education. This would greatly help in acquisition of new technologies in Business Education by the institutions offering the course.
5. The image of the Business Education programme should be improved by making the programme to be attractive and rewarding.

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IMPACT OF MICRO-TEACHING ON TEACHING PRACTICE PERFORMANCE OF BUSINESS EDUCATION STUDENTS IN FEDERAL COLLEGE OF EDUCATION ABEOKUTA

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Abstract

The study examined the impact of microteaching on teaching practice performance of Business Education students in Federal College of education, Abeokuta, Ogun State, Nigeria. The descriptive Survey research design was adopted for the study while the population comprised 150 final year N.C.E Business Education students registered for the 2018/2019 academic session in Federal College of Education, Abeokuta Ogun State. Three instruments were used to collect data for the study namely: microteaching score sheet, teaching practice score sheet and a well-structured questionnaire titled, Impact of Microteaching on Teaching Practice Performance of Business Education Students Questionnaire (IMTTPDESQ) which was designed by the researcher. The Cronbach Alpha was adopted to obtain the co-efficient index of reliability of questionnaire which yielded 0.80. Two research questions were raised to guide the study while two null hypotheses were formulated and tested at 0.05 level of significance. Research questions were analyzed using frequency distribution table, mean and standard deviation while t-test and Pearson Product Moment Correlation statistics were used for the hypotheses. One of the hypotheses was accepted while the other was rejected. The findings of the study revealed that microteaching prepared business education students for teaching practice and also motivated student teachers to be inclined towards the teaching profession. Based on the findings, it was recommended that adequate attention should be given to the way microteaching is been carried out in Colleges of Education and the time allotted for micro teaching should be increased so that student teachers can be fully observed, corrected, and encouraged before they are exposed to teaching practice.

Keywords: Micro Teaching, Teaching Practice, Performance, Business Education

Introduction

A teacher is someone that is trained and certificated to teach. He is regarded as the key player in the entire educational process, the mirror in the society and the father of



knowledge. Ololube (2007) affirmed that teaching is multi-dimensional, complex and diverse activity. In performing his role of teaching, a teacher is expected to teach effectively. Effective teaching is an intelligent knowledge based activity because it draws on a multiplicity of cognitive, affective and interpersonal element. There is therefore, the need for quality training that can enhance effectiveness which can only be acquired through teacher education program. Proper practice is necessary for teacher training programmes. Obayan (2004) opined that teachers are not expected to have only the knowledge of the subject matter but be well equipped with enough teaching skills. Ambili (2013) posited that the prime quality of a teacher is effective teacher training.

However, many innovations are put up in teacher education for improvement. The innovation includes micro-teaching, simulated teaching, programmed instruction and computer assisted instruction. Unfortunately, micro-teaching that is supposed to be a training ground for the adequate teachers' preparation is marred by poor educational policy, lack of equipment and instructional resources, ill equipped staff and lack of infrastructural facilities.

Micro-teaching serves as a meeting point between theory and practical for pre-service training of teachers. Micro-teaching, which is a sub-set of educational technology is an indispensable innovation in teacher education and preparation of students' teachers. It is when student teachers acquire the necessary teaching skills through micro-teaching that they are posted to the field for teaching practice. This explains why student teachers in colleges of education take two courses in micro teaching before they are posted for teaching practice. The courses are EDU 213 (Theory of Micro-Teaching) and EDU 223 (Practicum of Micro-teaching) NCCE (2012). EDU 213 is a prerequisite for EDU 223 while EDU 223 is the prerequisite for EDU 311 (Teaching Practice). Ajayi in Cuthbert (2017) described micro-teaching as a system of controlled practice that makes it possible for student teachers to concentrate on specific teaching behaviours. Tata, Shehu and Aliyu (2015) viewed micro-teaching as assisting teacher trainees in acquiring teaching skills, confidence, reduction in anxiety and fear, proper class management, selection of teaching goals, preparation of lesson plan, ability to speak in front of group, selection of proper instructional materials as well as proper time management.

Teaching practice is an integral component of teacher training. It grants student teachers experience in the actual teaching and learning environment. According to Emerole and Muraina (2015), teaching practice is a form of work-integrated learning that is described as a period of time when students are working in the relevant



industry to receive specific in-service training in order to apply theory in practice. Ajileye (2012) viewed teaching practice as an exercise that gives the teacher trainees opportunity of putting into practice all they have gained during their exposure to different kinds of principles and courses. It is the field that permits the application of theoretical aspect to practical. Teaching practice is an indispensable component of teacher education which is capable of making the potential teacher fits well into the teaching profession. The current NCE teacher education lays great emphasis on teaching practice. The new NCE standards spell out that teaching practice should be done in the first semester of the third year for a period of six months. The pre-requisite to teaching practice is a pass in micro-teaching. Students who fail microteaching shall not proceed on teaching practice. It is essential, therefore, that NCE-Awarding institutions ensure that methodology courses and their related content courses are planned together with micro teaching opportunities and that they are fully covered before teaching practice (NCCE, 2012).

Classroom performance refers to the accomplishment of a given teaching task (Muraina 2017). Effective teaching involves acquiring relevant knowledge about the contents that a teacher intends to teach and the ability to explore appropriate teaching techniques in the classroom. Performance of teaching practice exercise provides basis for predicting the future success of the teacher. The entire process involved in teaching practice exercise is an important contributing factor towards the quality of teacher education programme. During teaching practice exercise, interaction with students in the school provides a high degree of emotional stability within the student teachers because such process of socialization enables the student teacher to gain experience by linking to a culture of teaching and also feeling engaged, challenged and even empowered (Trowbridge & Bybee, 2004). It should therefore be noted that going into teaching profession without undergoing teaching practice exercise could result in future poor performance.

Business education is a programme of study, which is geared towards equipping the learners with employable skills and knowledge, which will enable them, create or acquire jobs, stay on jobs, and grow in the jobs. According to Idialu cited in Enyekit, Ubolom and Enyekit (2015), it is directed towards developing the learner to become productive in teaching, paid employment and self-employment. Amoor and Udor in Enyekit, Ubolom and Enyekit (2015), also noted that business education plays a significant role in the economic development by providing knowledge and skills to the learners thereby enabling them to adequately impart knowledge into others, and handle sophisticated office technologies and information systems



However, Agugbuem in Ajileye (2012) in his study revealed that the adequacy and efficiency of micro-teaching as a teacher training technique requires a review because it is marred by poor educational policy, lack of equipment and instructional resources, ill-equipped staffs and shortage of infrastructural facilities.

Statement of the Problem

The Teacher is assumed to be 'everything' to the learner as well as the character model of the society, as it is commonly expected, his training must not only be comprehensive but well articulated. Such training must be based on sound conceptual understanding and reasoning that have been developed within the matrix of practice and experience.

Some of the problems in Nigerian Educational System are traceable to lack of understanding of concepts by pupils due to their teachers' poor teaching ability. Ofoefuna in Obasi (2019) observed that teachers are not well prepared in Nigeria. Also, Ijaiya in Obasi (2013) noted that many student teachers fail to acquire enough teaching skills to the detriment of pupils learning. Based on the minimum standard in Nigeria, the student teachers are exposed to some skills during Micro Teaching while others are left untreated but will be assessed during teaching practice.

Kumar in Ajileye (2012) noted that Micro Teaching applies only to observable, demonstrated and quantifiable skills. Other skills like class management, keeping of student records are not taking care of during micro teaching which will be assessed during teaching practice. A student teacher added that the skill of class management is very important in teacher education but they are not exposed to it during Micro Teaching due to over familiarity with their peer mates that participated since it is not a real classroom setting of different pupils with different attitude.

On the student teachers perspective, they find it difficult to translate theory into practice, and this can only be achieved through effective teaching skills and training but since there is reduction in time and insufficient equipments in carrying out micro teaching, the micro teaching cycle of plan teach feedback-re-plan-re-teach-re-feedback is not considered effective. This makes the whole essence of micro teaching become a mirage. In respect to the above, it is important to examine the impact of micro teaching practices in preparing business students' teacher in their teaching practicum and how it has improved their classroom instructional delivery.



Research Questions

The following research questions guided the study

1. To what extent does microteaching prepares business education student teachers in teaching business subjects during teaching practice?
2. To what extent does microteaching motivates student teachers to become professional teachers?

Hypotheses

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

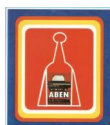
- Ho₁:** There is no significant difference in the mean scores of business education students in microteaching and teaching practice.
- Ho₂:** Microteaching has no significant impact on teaching practice performance of business education students.

Methods

The research design that was adopted for this study is descriptive survey. This design is said to be appropriate because the study does not intend to manipulate variables. The targeted population of this research work consisted of (150) final year students (regular) Business Education students registered for the 2018/2019 academic session in Federal College of Education, Abeokuta, Ogun State. The population served as the sample because they were accessible and not very large in number.

Three instruments were used were used to collect data for the study namely: microteaching score sheet, teaching practice score sheet and a well-structured questionnaire on a 4 point scale. The questionnaire contained 20 items that sought to generate information on the impact of micro teaching on Business student teachers performance during the teaching practice. The instrument was subjected to thorough scrutiny by experts in Business Education in TASUED Ijebu-Ode. This is to ensure that it measures the purpose at which it was designed.

The reliability of the instrument was determined by distributing the instrument on 30 respondents who were not part of the sample for pilot study. The Cronbach Alpha was adopted to obtain the co-efficient index of reliability which yielded 0.80. The data collected was analyzed using frequency distribution table, mean and standard deviation with the following boundary limit.



Response	Category	Point	Boundary Limit
High Extent	HE	4	3.50 - 4.00
Moderate Extent	ME	3	2.50 - 3.49
Low Extent	LE	2	1.50 - 2.49
No Extent	NE	1	0.50 - 1.49

A mean of 2.50 was taken as the cutoff point and it formed the basis for the decision rule. In addition the Pearson Product Moment Correlation was used to test hypothesis 2.

Results

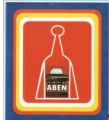
Research Question 1

To what extent does microteaching prepare Business Education student teachers in Teaching Business subjects during Teaching Practice exercise?

Table 1: Mean responses on the extent microteaching prepare student teachers to teach business subjects.

S/N	ITEMS	HE	ME	LE	NE	N	FX	Mean	Decision
1	Microteaching helps student teachers in developing their confidence before teaching practice	101	49	-	-	150	551	3.67	High Extent
2	Microteaching helps the student teacher in developing time management skill.	73	43	20	14	150	475	3.17	Moderate Extent
3	Microteaching builds teaching skills and styles in students teachers	79	42	14	15	150	485	3.23	Moderate Extent
4	Microteaching helps to increase teacher-student relationship	80	51	17	2	150	509	3.39	Moderate Extent
5	Microteaching helps to improve student teachers' white board writing skills	51	71	13	15	150	270	1.50	Low Extent
6	Microteaching boosts students' class management skills	95	47	5	3	150	534	3.56	High Extent
7	Microteaching helps students to acquire appropriate use of language	93	41	9	7	150	520	3.47	High Extent
8	Microteaching prepares students for effective use of instructional materials	43	37	38	32	150	365	2.43	Moderate Extent
9	Microteaching helps students to present classroom instructions logically and sequentially	77	56	11	6	150	504	3.36	Moderate Extent
10	Microteaching helps to boost students' mastery of the subject matter	59	53	20	18	150	305	2.03	Low Extent
Weighted Mean								2.98	

Decision Rule = 2.50 N = 150



Findings from table 1 revealed that Micro Teaching is really preparing student teachers to teach Business Education Subjects. It helps in developing confidence, time management skills, teaching skills and styles and also teacher-learner relationship in student teachers before teaching practice.

Research Question (Rq2)

To what extent does microteaching motivate student teachers to become professional teachers?

S/N	ITEMS	HE	ME	LE	NE	N	FX	Mean	Decision
1	Student teachers are motivated to become professional teachers through the development of class management skills during micro teaching	70	63	8	9	150	494	3.29	Moderate Extent
2	Microteaching motivates student teacher to become professionals due to the feedback from students during evaluation	61	47	24	18	150	451	3.01	Moderate Extent
3	The use of appropriate instructional materials motivates student teachers to become professionals	93	33	15	9	150	510	3.40	Moderate Extent
4	The planning of the lesson before teaching practice motivates student teachers to become professional	18	20	50	62	150	294	1.96	Low Extent
5	Microteaching helps boost students' interest in the teaching profession	102	39	9	-	150	543	3.62	High Extent
6	Microteaching makes students to dislike the teaching profession	9	8	53	80	150	246	1.64	Low Extent
7	Microteaching exposes students to real classroom situation	23	31	33	63	150	314	2.09	Low Extent
8	Microteaching helps students to acquire appropriate dress sense as a professional teacher	74	65	9	2	150	511	3.41	Moderate Extent
9	Microteaching helps to develop professional inclination in students	56	36	32	27	150	356	2.37	Low Extent
10	Microteaching helps students to be creative and dynamic as professional teachers	24	19	51	56	150	311	2.07	Low Extent
Weighted Mean								2.69	
<i>Decision Rule = 2.50 N=150</i>									

With a weighted mean of 2.69, table 2 indicated that the motivation derived from microteaching by student-teachers to become professional teachers was to a moderate extent. Student teachers are motivated due to the use of appropriate instructional materials, response from students when evaluation was carried out, and planning of the lesson before teaching.



Hypothesis 1

There is no significance difference in the mean scores of business education students in micro-teaching and teaching practice.

Table 3: Summary of t-test analysis of the mean scores of business education students in micro-teaching and teaching practice.

Variables	N	Mean	SD	Df	t-cal	t-tab	Decision
Microteaching	150	71.6	3.91	298	4.30	1.96	Significant
Teaching practice	150	62	2.45				

$P = 0.05$ $t_{cal} (4.30) > t_{tab} (1.96)$.

Result in table 3 indicated a significant difference in the mean scores of Business Education students in micro-teaching and teaching practice since $t_{cal} (4.30) > t_{tab} (1.96)$. thus the null hypothesis was rejected.

Hypothesis 2

Microteaching has no significant impact on teaching practice performance of business education students.

Table 4: Computation of Pearson 'r' analysis of the impact of microteaching on teaching practice performance

Variables	SD	SD ²	$\sum (SD)$	$\sum (SD)^2$	'r'	Decision
Microteaching (X)	3.91	15.2881	9.5795	957.95	0.01	Not significant
Teaching practice (Y)	2.45	6.0025				

$$\text{Formula} = r = \frac{\sum (SD_x)(SD_y)_x}{\sqrt{\sum (SD_x)^2 \sum (SD_y)^2}}$$

$$P > 0.05$$

Table 4 revealed a coefficient of 0.01 implying the microteaching has no significant impact on teaching practice performance of Business Education student. Thus the null hypothesis was accepted or uphold.

Discussion of Findings

Table 1 revealed that microteaching prepared Business Education students for teaching practice to a moderate extent. This finding supported the observation of



Oguntunde (2009) that microteaching expresses student teachers to the realities of teaching. It introduces them to their roles as teachers and enables them to realize the difficulties faced by teachers especially in Nigerian classroom. In addition, Achuonye in Ajileye (2012) noted that student-teachers are given opportunity to overcome mannerism, nervousness and other semantic barriers which can hinder their performance before the audience and supervisors.

Findings in table 2 indicated that micro-teaching motivated student teachers to be inclined towards the teaching profession to a moderate extent (weighted mean = 2.58). This finding corroborated the findings of Afolabi (2010) that microteaching affords student teachers the opportunity to gain competency in writing lesson plans, stating objectives and delivering their lessons.

Furthermore, table 3 showed significant difference in the mean scores of business education students in micro-teaching and teaching practice. Thus finding contradicted the opinion of Can (2009) that the more effective the microteaching the better the opportunities for student teachers to develop their teaching skills at their schools of practice.

Lastly table 4 indicated that microteaching had no significant impact on the teaching practice performance of business education students. This finding buttressed the finding of Agugbuem in Ajileye (2012) that the adequacy and efficiency of microteaching as a teacher training technique requires a review because it is marred by poor educational policy, lack of equipment and instructional resources, ill-equipped staff and shortage of infrastructural facilities.

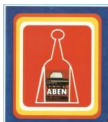
Conclusion

It can be concluded that Micro Teaching has a major effect on the performance of Business Student Teachers during Teaching Practice by building up their confidence, time management skills, teaching skills and style, and has motivated them to become professionals in their field.

Also, it can be concluded that the use of appropriate instructional materials during Micro Teaching has helped in the development of student teachers skills. It equally helps to build the skill of public speaking in student teachers and government has a major role to perform in the continuous development of micro teaching to enable the building of Student teachers to become professional teachers.

Recommendations

Based on the findings of the study, the following recommendations are offered:



- Government should give adequate attention to the way Micro Teaching is being carried out in Federal Colleges of Education just as attention is been given towards the SIWES programme and Teaching Practice.
- The Instructors/lecturers of Micro Teaching should pay adequate attention to the knowledge of the students about all that Micro Teaching entails during the theoretical course on Micro Teaching so that the student will be able to carry out the Practical Course effectively.
- Since Micro Teaching is costly and expensive, adequate fund should be provided by government and appropriate sectors to facilitate the continuous development of micro teaching in Colleges of Education and Faculties of Education in Nigerian Universities.
- The time allotted for Micro Teaching should be a little bit increased so that supervisors of Micro Teaching can observe, criticize and give encouraging comments to micro teachers before they are exposed to teaching practice.
- Supervisors/instructors of Micro Teaching should ensure that micro teachers participate positively by making them understand the importance of Micro Teaching to them and not only for the purpose of good grade.
- Student teachers should show positive attitude towards micro teaching and not non-challant attitude so that the effects of micro teaching can be positive on them.
- Student teachers should also make effort to develop themselves to become professionals in the teaching profession by reading books that will build up their skills and styles of teaching and apply micro teaching only where it fits.

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OFFICE TECHNOLOGY AND MANAGEMENT CURRICULUM CONTENTS AND THE USE OF MODERN INFORMATION COMMUNICATION AND TECHNOLOGY FACILITIES AMONG STUDENTS OF POLYTECHNICS IN NASARAWA STATE, NIGERIA

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Abstract

The study investigated Office Technology and Management (OTM) curriculum content and the use of modern information communication and technology (ICT) facilities among students of polytechnics in Nasarawa State, Nigeria. Two research questions guided the study and two hypotheses were tested at .05 level of significance. The population of the study was made up of all ND II and HND II students of Office Technology and Management in Nasarawa State Polytechnic and Federal Polytechnic, Nasarawa. The total of these stood at 267. Simple random sampling technique was used in selecting a sample of 122 respondents for the study. The instrument used for gathering data for the study was a researcher made questionnaire titled "Office Technology and Management Curriculum Content and the Use of Modern Information and Communication Technology Facilities Questionnaire (OTMCCUMICTFQ)". The instrument was validated by three experts in Office Technology and Management. The questionnaire which comprised two parts: A and B had a reliability index of .78 using Chronbach Alpha reliability coefficient after it was pilot tested. The collected data was analyzed using mean and standard deviation, while t-test was used to test the hypotheses at .05 level of significance. Findings revealed among others that there is no significant difference in the mean rating of Polytechnics OTM National Diploma and Higher National Diploma students on the integration of modern ICT facilities into their curriculum for teaching and learning. It was recommended that government and other stakeholders in education sector should call for an OTM inclusive curriculum review, take into consideration the modern ICT facilities that are prevalent in the present world of work and integrate same in the curriculum of OTM so that graduates of this program will be usable for themselves and the society.

Keywords: *Office Technology and Management (OTM) curriculum, modern Information Communication and Technology (ICT) facilities, Polytechnic*



Introduction

Office Technology and Management Education is an integral component of business education program. It is a program of study that seeks to provide knowledge and skills for would-be office managers, confidential secretaries, computer operators, typists as well as stenographers to perform efficiently and effectively in the world of work. It also avails its learners with the acquisition of skills, knowledge and competencies that could make them proficient in secretarial profession. According to Ihedioha (2008), Office Technology and Management is a course of study offered in Colleges of Education, Polytechnics and the Universities primarily to educate and train students to become competent office managers.

Office technology as a concept is the deployment of scientific knowledge, devices and systems to facilitate and enhance information processing and delivery (Oludale&Dosunmu, 2013). It is also viewed as a concept associated with office automation, electronic technology and office globalization. This all important field of study is not an entirely new academic program in Nigerian polytechnics, as the polytechnics are known to be among the producers of skilled and self-employable office and workshop workers for the nation. Hitherto, this program of study was known as secretarial studies, but later renamed Office Technology and Management (OTM) (NBTE, 2004). In the words of Omeje (2008), OTM program was designed for two major reasons. First, as a response to the yearnings of the secretarial studies students and practitioners on the need to change the name of the program as their graduates appear solely trained for the traditional office environment as it were. Secondly, as a response to the call for a change in the curriculum with more emphasis on ICT and entrepreneurial content so as to broaden the knowledge of the students and equip them with necessary skills needed in today's office environment

The National Diploma (ND) and Higher National Diploma (HND) curriculum for the erstwhile Secretarial Studies was published in 1989. After the initial five years of its implementation, it was generally agreed that there was the need to review the Secretarial Studies curriculum (Azuka, 2000, Makari, Gami and Otoiwo, 2005). This change subsequently came with the renaming of the program to OTM. In 2001, the National Board for Technical Education (NBTE), the regulator of the polytechnic programs embarked on a comprehensive review of all minimum guide curricula, which sought to radically transform the polytechnics programs to meet new technological and socio-economic trends and demands of the world of work. The main focus was to ensure that every program embodied ICT and entrepreneurship modules. The revised curricula hence, emphasized more of psychomotor domain (i.e. practical work).



The curriculum content of Office Technology and Management no doubt has been plagued with challenges in a bid to providing the desired knowledge, skills and competencies to her students (Olawole & Abuya, 2011). These authors further explained that nowadays, many tertiary institutions in Nigeria including the polytechnics offering Office Technology and Management as a program of study do not have adequate computers and functional internet facilities and laboratories that can provide the secretarial students with the needed knowledge, skills and competencies needed for the advancement of office technology and information systems worldwide. Products of such tertiary institutions seem not to have any depth of the fundamentals of information processing and computer literacy (Folahan & Monofi, 2003). Some of them do not possess the basic skills required to utilize computer operating system such as word processing, e-mail and the internet. Those of them who sometimes boast of being able to operate the computer or browse the internet may have gone the extra mile to learn from the 'roadside' computer centers or institutes (Adeola & Bolarinwa, 2010).

The recently emerging challenges are that more than ever before, the Nigerian economy calls for competent workforce with relevant psychomotor, cognitive and affective domains. While the present curriculum may provide the agenda for adequate preparations to harness its immense potentials, the emerging challenge hinges on effective capacity building of Technical and Vocational Educators taking into focus their instructional challenges. On his part, Ihedioha, (2008) asserted that the implication of the program's curriculum is that many, if not all the academic staff and non- academic staff are expected to be computer competent and not just literate and this create a gap.

Mumah, (2008), acknowledged Ojukwu's view on the urgent need to close any gap between teachers qualifications and job requirements for Office Technology and Management curriculum implementation, but added that the material and non-material challenges for ICT implementation includes: (a) Insufficient number of computers; (b) Teachers lack of knowledge and skills; (c) Difficulty in integrating ICT into instruction (d) Scheduling computer time; (e) Insufficient peripherals; (f) Inadequate copies of soft-ware; (g) Insufficient teacher time; (h) Lack of enough simulation access, and (i) Lack of technical staff.

Other challenges include; changing the individuals' orientation, creating new ways of thinking and outlining new roles for teachers, students and administrators. Generally speaking, if the content of OTM's curriculum is deficient and faulty like



other academic programs in Nigeria's polytechnics, then the result may be the production of half-baked and poorly equipped graduates who cannot perform effectively and efficiently in the world of work. Hence, graduates of the program would become deficient in knowledge and skills. On the whole, according to Ohakwe and Njoku (2009) the curriculum is likened to the constitution which is not static; but rather fluid and elastic in application, administration, change and principally modulated by the environment and technology. Therefore, developing a curriculum could best be described as an ongoing exercise.

However, the rationale for studying OTM program stem from the fact that in a globalized, digitalized and computerized era that we are today, information in diverse forms are transmitted from one form to another; and from one medium to another, as well as from one location to another without the senders and receivers having to meet with each other face-to-face. This being true, it has become expedient for professionalism to be sustained in the OTM world, and polytechnics which is one of the tertiary institutions provide the platform where such advocacy could be entrenched.

The main features of the current OTM curriculum include the incorporation of relevant ICT course modules; and Entrepreneurship Education Course and a significant change (i.e. reduction) in the contact hours of shorthand from 10 hours to 4 hours (Akpotohwo, n.d). More specifically, the OTM courses are structured along four areas; viz:

1. General/liberal studies courses as seen in the teaching of Citizenship Education for all programs.
2. Foundation/Basic courses as seen in introduction of:
 - a. Use of English
 - b. Principles of Accounts
 - c. Business Mathematics
 - d. Introduction to Business
 - e. Principles of law
 - f. Professional ethics and social responsibility
 - g. Entrepreneurship Education
 - h. Business Communication
 - i. Technical English
3. Professional/Technical courses as in:
 - a. Keyboarding
 - b. Shorthand



- c. Office Practice
 - d. Project
 - e. ICT
 - f. Modern Office Technology
 - g. Records Management
4. The Students Industrial Works Experience Scheme (SIWES) for National Diploma Students (Ohakwe and Njoku, 2009).

According to Oludale and Dosunmu (2013), this new OTM curriculum purports to provide students with in-depth administrative office preparation to meet the demands and challenges in the business environment. Through the program, students can acquire marketable skills applicable to various careers and industries as well as cognitive skills transferable to employment situations and work life experiences. The contents of this vogue OTM curriculum appear to be responsive to a global initiative with an objective that portends new academic direction in favour of ICT. The objectives, theoretical and practical contents of the new curriculum are geared towards integrating graduates of OTM departments into the world of technology.

Despite the huge academic and ICT- based content of the new Office Technology and Management (OTM) curriculum contents, the stakeholders- the regulatory authorities, government, professional bodies, and the institutions are yet to incorporate such reforms in the civil service career structure for Office managers. This therefore, causes frustration on the students and even the office manager (Ike, 2008). These stakeholders seem to forget that the success of Office Technology and Management program are sometimes measured and determined by the effectiveness, competences and job performance of the graduates of the program (NBTE, 2004).

Statement of the Problem

The secretarial profession in Nigeria has no vibrant professional body collaborating with both federal and state ministries and establishments to evolve new career structure for secretaries to improve their productivity. The current effort by the Institute of Certified Secretaries and Reporters of Nigeria (ICSR) to seek legislative backing has not paid off. Consequently, it may be right to assert that there is yet any professionally recognized secretarial body in Nigeria that could synergize with the Federal and State Ministries and other establishments to adopt the use of 21st century OTM facilities and equipment, and develop the professional content for secretaries and would-be secretaries. This situation causes low morale among students and it birth declining productivity among office managers (Akpotohwo, n.d).



Therefore, there seems to be no clear job description for secretaries at each career level as a result. For tertiary institutions in Nigeria particularly Polytechnics that offer Office Technology and Management education program to deliver on their mandates, there is a serious need to use modern facilities and equipment in the teaching and learning processes such that can give adequate skills and information needed in the real world of work and making her products- the graduates employable. This underscores why the researcher decided to examined office technology and management curriculum and the use of modern information communication and technology facilities among students of Polytechnics in Nasarawa State, Nigeria.

Research Questions

The following research questions were raised for the study

1. To what extent does OTM curriculum integrate modern ICT facilities for use by ND 11 and HND 11 students of Polytechnics?
2. To what extent are modern ICT facilities available for use by OTM students Federal and State Polytechnics?

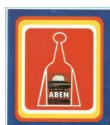
Hypotheses

The following hypotheses guided the study:

1. There is no significant difference in the responses of OTM ND students and their HND counterparts regarding the integration of modern ICT facilities into their curriculum for teaching learning process.
2. There is no significant difference in the responses of federal polytechnic OTM students and their state polytechnic folks regarding the use of modern ICT facilities in the teaching learning process.

Methods

The study used descriptive survey design. The population of the study was made up of all ND 11 and HND 11 students of Office Technology and Management in Nasarawa State Polytechnic, Lafia and Federal Polytechnic, Nasarawa, both in Nasarawa State. The total of these stood at 267. Using simple random sampling technique, a sample of 122 respondents was used for the study. A structured questionnaire titled “Office Technology and Management Curriculum Content and the Use of Modern Information and Communication Technology Facilities Questionnaire (OTMCCUMICTFQ)”. The instrument was validated by three experts from Office Management and Technology Department in Federal Polytechnic Nasarawa. The questionnaire comprised of two parts which are Part A



and Part B. Part A contained the personal information about the respondents while part B contained items which were used to illicit responses from the respondents about office technology and management curriculum contents and the use of modern information communication and technology facilities among Polytechnics students. The collected data was analyzed using mean and standard deviation, while independent t-test was used to test the hypotheses at .05 level of significance, the null hypothesis was rejected used descriptive survey design. The population of the study was made up of all ND 11 and HND 11 students of Office Technology and Management in Nasarawa State Polytechnic, Lafia and Federal Polytechnic, Nasarawa, both in Nasarawa State. The total of these stood at 267. Using simple random sampling technique, a sample of 122 respondents was used for the study. A structured questionnaire titled “Office Technology and Management Curriculum Content and the Use of Modern Information and Communication Technology Facilities Questionnaire (OTMCCUMICTFQ)”. The instrument was validated by three experts from Office Management and Technology Department in Federal Polytechnic Nasarawa. The questionnaire comprised of two parts which are Part A and Part B. Part A contained the personal information about the respondents while part B contained items which were used to illicit responses from the respondents about office technology and management curriculum contents and the use of modern information communication and technology facilities among Polytechnics students. The collected data was analyzed using mean and standard deviation, while independent t-test was used to test the hypotheses at .05 level of significance, the null hypothesis was rejected

Table 1: Population and Sample of the Study

S/N	Institutions	Population		Sample	
		ND 11	HND 11	ND 11	HND 11
1	Federal Polytechnic, Nasarawa	47	34	24	16
2	Nasarawa State Polytechnic	23	12	11	9
	Total	70	46	35	25

Source: Field Survey, 2019

Result

Research Question 1

To what extent does OTM curriculum integrates modern ICT facilities for use by ND and HND students of Polytechnics?

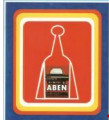


Table 2: Respondents' mean ratings and standard deviation on the extent that OTM curriculum integrates ICT facilities for use by students for learning

S/N	ICT facilities	X	SD	Remarks
1	Computers	3.64	1.09	Great extent
2	USB/memory card	2.23	1.08	Low extent
3	MS Excel, power point database, publisher, word	3.67	1.97	Great extent
4	Projector	3.55	1.23	Great extent
5	Television	2.11	1.04	Low extent
6	Fax machine	1.87	0.98	Low extent
7	Web cameras	1.17	0.78	Very low extent
8	MODEM	1.45	0.66	Low extent
9	Radio	2.05	1.53	Low extent
10	Phone	1.17	0.56	Very low extent
11	CD ROM	1.40	0.80	Very low extent
12	Computer speaker	1.98	0.75	Low extent
13	Light pen/joy stick	2.66	1.23	Low extent
14	Router	2.97	1.19	Low extent
15	Electric bulletin board	2.28	1.02	Low extent
16	Network card	1.69	0.97	Very low extent
17	Satelite dish	1.43	0.62	Very low extent
18	Printer	3.97	1.76	Great extent
Grand Mean		2.29	1.07	Low extent

Source: Field Survey, 2019

Data in table 2 reveals that out of the 18 modern ICT facilities listed, OTM curriculum integrated 4 at great extent- computers; MS excel, power point database, publisher, word; projector and printer. It integrates 9 at low extent- USB memory card, television, fax machine, MODEM, radio, computer speaker, light pen/joy stick, router and electric bulletin board. And integrates 5 at very low extent- web cameras, phones, CD.ROM, network card and satellite dish. The grand mean of 2.29 indicates that OTM curriculum integrate modern ICT facilities for students learning at low extent. The standard deviation ranging from 0.96 to 1.97 confirms the low integration of modern ICT facilities into the OTM curriculum for students learning.

Research Question 2

To what extent are modern ICT facilities available for use by students of federal and state Polytechnics?

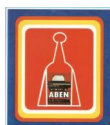


Table 3. Respondents' mean rating and standard deviation on the extent that modern ICT facilities are available for OTM students of federal and state polytechnics

S/N	ICT facilities	X	SD	Remarks
1	Computers	3.51	1.59	Great extent
2	USB/memory card	3.63	1.42	Great extent
3	MS Excel, power point database, publisher, word	3.73	1.48	Great extent
4	Projector	2.22	1.11	Low extent
5	Television	1.60	0.19	Very low extent
6	Fax machine	2.45	1.14	Low extent
7	Web cameras	1.30	0.78	Very low extent
8	MODEM	2.38	1.73	Low extent
9	Radio	1.09	0.16	Very low extent
10	Phone	3.55	1.78	Great extent
11	CD ROM	3.64	1.62	Great extent
12	Computer speaker	2.19	1.35	Low extent
13	Light pen/joy stick	2.50	1.72	Low extent
14	Router	1.64	0.75	Very low extent
15	Electric bulletin board	1.43	0.66	Very low extent
16	Network card	1.77	0.09	Very low extent
17	Satelite dish	2.31	1.51	Low extent
18	Printer	3.70	1.65	Great extent
Grand Mean		2.48	1.15	Low extent

Source: Field Survey, 2019

Data in table 3 shows that 6 modern ICT facilities- computer; USB/memory card; MS excel power point database, publisher, word; phone; CD ROM and printer were available at great extent for use by students of federal and state polytechnic. 6 Projector, fax machine, MODEM, computer speaker, light pen/joy stick, and satellite dish were available at low extent for federal and state polytechnics students learning. And 6- television, web cameras, radio, router, electric bulletin board and network card were available at very low extent for federal and state polytechnics students learning. The grand mean of 2.48 shows that modern ICT facilities for federal and state polytechnics students learning was at low extent. The standard deviation of 1.15 confirms the low availabilities of modern ICT facilities for students use.

Hypothesis 1

There is no significant difference in the responses of OTM National Diploma students and their Higher National Diploma counterparts regarding the integration of modern ICT facilities into their curriculum for teaching learning process.

Table 4: *Summary of t-test analysis of Polytechnics OTM National Diploma and Higher National Diploma students' respondents on the integration of modern ICT facilities into their curriculum for teaching learning process (N=60)*

Category	N	X	SD	Df	p-value	Decision
National Diploma	35	4.34	2.31	58	0.23	Significant
Higher National Diploma	25	3.56	1.76			

Table 4 shows that there is no significant difference in the mean ratings of Polytechnics OTM National Diploma and Higher National Diploma students on the integration of modern ICT facilities into their curriculum for teaching and learning process. This is shown by the p-value of 0.20, which is greater than the 0.05 level of significance. The null hypothesis of no significance is therefore accepted.

Hypothesis 2

There is no significant difference in the responses of federal polytechnic OTM students and their state polytechnic folks regarding the use of modern ICT facilities in the teaching learning process.

Table 5: *Summary of t-test analysis of responses from OTM students of federal and state Polytechnics on the use of modern ICT facilities in their teaching learning process (N=60)*

Category	N	X	SD	Df	p-value	Decision
Federal Polytechnic	35	4.15	2.66	58	0.04	Significant
State Polytechnic	25	3.76	1.97			

Table 4 reveals that there is a significant difference in the mean ratings of federal polytechnic students studying OTM and their state counterparts regarding the use of modern ICT facilities for teaching learning process. This is shown by the p-value of 0.04, which is less than the significance level of 0.05. The null hypothesis of no significant was rejected.

Discussion of Findings

Findings concerning hypothesis one shows that there is no significant difference in the mean ratings of Polytechnics OTM National Diploma and Higher National Diploma students on the integration of modern ICT facilities into their curriculum



for teaching and learning. This finding agree with Olawole and Abuya (2011) that the curriculum content of Office Technology and Management has been plagued with challenges in a bid to providing the desired knowledge, skills and competencies to her students. Supporting this finding, Ihedioha (2008) put it straight that the implication of the program's curriculum is that many, if not all the academic staff and non- academic staff are expected to be computer competent and not just literate. Folahan & Monofi (2003) disclosed that products of such tertiary institutions may not have any depth of the fundamentals of information processing and computer literacy.

Findings of hypothesis two revealed that there is no significant difference in the mean ratings of federal polytechnic students studying OTM and their state counterparts regarding the use of modern ICT facilities for teaching learning. This finding supports Azuka (2000) & Makari, Gami and Otoiwo (2005) for agreeing that there should be a review of the erstwhile Secretarial Studies curriculum.

Conclusion

Office Technology and Management is indeed a laudable educational program. It is an innovative response to the new demands of the world of work particularly the business world. Based on the findings of the study, there are various challenges to contend with in the course of implementing the curriculum of OTM which ranges from the exclusion of modern ICT facilities to the inadequacy in the supply of ICT equipment and facilities. However, these challenges could be overcome if the certain strategies which include the conscious inclusion of modern training facilities/equipment as well as the procurement of modern ICT facilities for use in the teaching/learning are adopted. The curriculum of OTM could further be enriched with the inclusion of other relevant courses that will not only make the graduate to be marketable but also self-reliant.

Recommendations

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

1. Government and other stakeholders in education sector should call for an OTM inclusive curriculum review, take into consideration the modern ICT facilities that are prevalent in the present world of work and integrate same in the curriculum of OTM so that graduates of this program will be usable for themselves and the society.



2. Government, school authorities and other regulatory bodies should collaborate with donor agencies for the donation of modern ICT facilities and equipment for use by the student. They should equally purchase these items for themselves.
4. A review of the curriculum of OTM should be made by the National Board for Technical Education (NBTE) by including more courses that have ICT and entrepreneurial opportunities.
5. The various resources that are essential requirements in the teaching and learning process should be provided by institutions offering the course to enable students have more practical experience.

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FACILITY PLANNING ISSUES IN BUSINESS EDUCATION: IMPLICATION FOR COMBATING UNEMPLOYMENT AND YOUTH RESTIVENESS IN NIGERIA

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Abstract

The main purpose of this paper was to investigate facility planning issues in business education and its implications for combating unemployment and youth restiveness in Nigeria. The paper identified some of the causes of unemployment and youth restiveness to include lack of humanitarian and social welfare, lack of good governance, corrupt practices of government officials, inadequate training programmes and lack of quality education in Nigeria. The paper observed that to combat unemployment and youth restiveness in Nigeria a functional business education is a viable tool. The paper also observed that combating unemployment and youth restiveness could be impossible because business education in Nigeria lacks the stipulated facilities for effective teaching and learning due to lack of policy guidelines for infrastructural development in schools, low level of funding, lack of qualitative and quantitative information on facilities and poor maintenance culture. The paper concluded that if Nigeria desires to combat unemployment and youth restiveness, facility planning in business education should be accorded priority. It is therefore suggested among others that the different levels of government should address the issue of development and implementation of minimum standards for facilities development and management in all the schools and institutions.

Keywords: *Business Education, Facility Planning, Nigeria, Unemployment, Youth Restiveness.*

Introduction

Youths are the leaders of tomorrow and important segment of the society in which they live. The responsible, skillful, disciplined, focused, peaceful and law-abiding youths are the hope and the future of any nation. On the contrary, irresponsible, unskillful, lazy, lawless, indulgent and violent youths constitute a serious threat to the survival and development of any nation. Youth restiveness involves the combination of actions, *conducts and behaviour* which constitutes unwholesome, socially unacceptable behaviour exhibited by youths in the society. Anasi (2010)



averred that youth restiveness in Nigeria has been a prominent issue in recent times. There has been an increase in the occurrence of acts of violence and lawlessness, including hostage-taking of prominent citizens and expatriate oil workers, as well as oil bunkering, armed insurgency and cultism, among others. Youth restiveness may be caused by a number of factors. One of the factors is unemployment. According to Ndudi and Samuel (2016), when poverty and unemployment prevail in a system, there is bound to be unrest leading to conflict, armed robbery, insurgency and other social vices such as restiveness. The solution to the above is to educate the citizenry with skills that will adequately engage them to be productive. Business education is designed to provide such services.

The central role of business education in any country is to prepare its graduates for work which can be achieved by impacting the right knowledge, skills, attitude, and value with the appropriate availability of facilities. In spite of this laudable awareness, it is observed that the facilities to achieve this objective seems not available or not adequate where available. The general effect of this is increase in the rate of unemployment and over dependency on government/white collar job that is no longer readily available. Some of the youths due to frustration engage themselves in various forms of crime and restiveness. Implementation of business education in Nigeria is observed not to be in tandem with the theories of vocational education which business education is a component. One of the theories is that vocational education will be efficient in proportion as the environment in which the learner is trained is a replica of the environment in which he must subsequently work. This theory dictates that the type, kinds, amount, use and arrangement of space, materials, equipment and supplies for a preparatory program be a replica of those in employment.

School facilities also known as school plants planning are essential in teaching and learning process in the school system. It is likely that well planned school plants in terms of location, structure and facilities will facilitate effective teaching and learning process and enhance better learning outcomes of the students. The importance of facilities in the implementation of any educational policy of a country cannot be overemphasized as human capital utilization can only succeed where appropriate facilities are readily available and utilized. The success of business education in combating unemployment and youth restiveness in Nigeria solely depends on the availability and applicability of facilities. In order to ensure the availability, accessibility, applicability and effective utilization of facilities in business education, proper planning is inevitable. Hence, the main focus of this paper



is to examine facility planning in business education and its implication on combating unemployment and youth restiveness in Nigeria.

Concept of Youth Restiveness

The National Youth Development Policy in Anasi (2010) defined youth as people aged 18-35. The United Nations General Assembly and World Bank in Adewuyi (2008) defined youth as people between ages 15 to 24 years. In Nigeria, the people within the age limit of 30 years are considered as youths hence they are allowed to participate in the National Youth Service Scheme (NYSC). They constitute about 40 per cent of the more than 140 million people of Nigeria. The total population of youth between 10 and 24 in Nigeria was 45.4 million in 2006, which is 34 percent of the total population. Youths are filled with energy and when this energy is positively channeled or harnessed, they are highly productive and likely to contribute to the overall development of the society. Conversely, when the energy is negatively channeled, restiveness and its resultant effects are likely to be felt. Elegbeleye (2005) defined youth restiveness as a sustained protestation embarked upon to enforce desired outcome from a constituted authority by an organized body of youths. It is marked by violence and disruption of lawful activities.

Similarly, Igbo and Ikpa (2013) opined that restiveness among youths globally and those in Nigeria has become a behaviour pattern which has degenerated into a topical global issue. In many occasions, lives and properties worth millions of naira have been lost through mass agitations, protests, demonstrations, looting, vandalism, cultism, ethnic militia and political thuggery. A study conducted in Niger Delta region by Ofem and Ajayi (2008) identified lack of humanitarian and social welfare, lack of good governance, corruption, inadequate training programmes, unemployment, lack of recreational facilities and lack of quality education as main factors contributing to youth restiveness in Nigeria. The country has failed to pay adequate attention towards the needs of the youths. Consistent bad leadership and corruption constitute the major remotest causes of youth restiveness, while unemployment remains the most immediate factor leading to youth restiveness. Youths are restive and agitated when they feel that resources meant for them have been looted by individuals and there is no job for the teeming unemployed youths and graduates. This problem is exasperated because several public sector organizations have been privatized, thereby reducing government capacity to absorb the bulk of the teeming unemployed persons. The best solution to this awkward trend is to stem the tide of unemployment in Nigeria.



Concept of Unemployment in Nigeria

One of the major problems of Nigeria is unemployment. Young men and women leave the school system every year with little or no hope of securing jobs. Anytime there is job vacancy, thousands of unemployed youth rush to apply, thereby giving room for corrupt persons in the system to take advantage of the circumstance to exploit the applicants, either by extorting huge sum of money from them or subjecting them to all forms of abuses, especially sexual abuse for females (Okon, Eminue & Leema, 2016). Sinha (2016) explained that the official estimate of unemployed in Nigeria is produced by Office for National Statistics (ONS) using the International Labour Organisation (ILO) definition. Under this definition, Sinha observed that people aged 16 and over are unemployed if they are out of work, want a job, have actively sought for work in the last four weeks and are available to start work in the next two weeks, or are out of work, have found a job and are waiting to start it in the next two weeks.

Similarly, Amadeo (2019) added that people who are temporarily laid off and are waiting to be called back are also unemployed. However, unemployment simply means joblessness, state of idleness, staying without work to earn a living. Trading Economics (2019) analysed the rate of unemployment in Nigeria based on the quarterly report by the National Bureau of Statistics (NBS). The analysis revealed that unemployment rate in Nigeria increased to 23.10 percent in the third quarter of 2018 from 22.70 percent in the second quarter of 2018. Unemployment Rate in Nigeria averaged 12.31 percent from 2006 until 2018, reaching an all-time high of 23.10 percent in the third quarter of 2018 and a record low of 5.10 percent in the fourth quarter of 2010. One of the main factors responsible for the prevalence of unemployment in Nigeria is that business education has failed in her objective to provide her students the appropriate skills to make them employable and self-reliant.

Concept of Business Education

According to Etifit, Eminue and Udoh (2016), business education is an aspect of Vocational Education programme that gives training and imparts necessary skills that will provide the recipients with the intellectual and professional background, adequate for their assignment and makes the recipients adaptable to changing situations in the world of work. Jubril (2010) defined Business Education as a specialized area of vocational education that provides educational training, skills, development, attitudes adjustment towards business orientation and academic challenges. Bilyaminu (2011) viewed business education as an aspect of total



education programme that provides the knowledge, skills, attitudes and understanding needed to perform in the business world as a producer and/or consumer of goods and services. Business Education in this context is responsible for equipping students with skills, attributes, knowledge and behavior required for teaching, entrepreneurship, administrative and clerical work.

Some of the objectives of business education as listed by Federal Republic of Nigeria (FRN) (2013) include; to make available to all students opportunities to explore and learn about the world of business and the possible interest and potentials careers it has to offer and to help develop in all students the ability to choose discriminately and use wisely the goods and services that business is to offer and to assist in developing intelligent understanding on the part of all students of the various occupations to be found in the world of business. Others include; to develop in all students the practical way of understanding and appreciating the actual functioning of our economic system, to enable the students acquire the business knowledge and skills that they may need for their personal use, to prepare students to enter and succeed in business occupations as beginners who expect to follow business as a career and to prepare students to perform business activities common to many professional, industrial, agricultural awareness and home-making career.

Implications for Combating Unemployment and Youth Restiveness in Nigeria

From the concepts of unemployment, youth restiveness and business education earlier discussed, it is very clear there is a strong relationship between business education and both unemployment and youth restiveness. The relationship could be said to be linear in the sense that the greater the improvement of business education in Nigeria, the better the chances of graduates becoming employable and thereby reducing youth restiveness. Business education is almost synonymous with education and training for economic and social development. When there is social and economic development, there will be opportunities for job creation and poverty reduction. Job creation and employment opportunities provided by acquisition of business skills will help to bridge the gap between the rich and the poor and redistribution of national income which is necessary to combat youth restiveness.

In Nigeria, some of the remote causes of youth restiveness are population growth, urbanisation, poverty and lack of income generating capacity as well as failure of



graduates from school system to secure employment and uneven distribution of wealth. Most of these problems can be address through effective business education, which entails availability and utilisation of appropriate and adequate facilities in teaching and learning. If youths are provided with business skills and enabling business environment needed for job creation, it will help to reduce unemployment and combat youth restiveness. No youth who is productively active and busy in gainful employment will succumb to any pressure or allowed himself to be used for whatsoever reason. Business education which is an aspect of Vocational education helps youth to be gainfully employed and live an independent life. Nigeria needs a functional education that will develop the attitudes and entrepreneurial skills of its citizens. Through this the youth will be productively active instead of being idle, thereby becoming instrument for social disorder, crime and restiveness.

However, the lofty role in combating unemployment and youth restiveness may remain a mirage except adequate facilities are provided for operation of effective Business Education. Obaro in Ubulom and Enyakit (2017) noted the invaluable role facility play in the teaching and learning of business education in schools. The right school plants, equipment and facility lend themselves to practical learning, brighten the students learning horizon and ensure that instruction is effective. Ubulom and Enyakit (2017) opined that to ensure optimum teaching and learning under the best of conditions, business education departments are expected to be adequately and sufficiently provided with requisite instructional facilities and equipment. Effective instruction may not take place where the requisite teaching and learning tools are non-existent or inadequate.

Facilities in Business Education

Facilities are basically the physical and organizational structures needed for the operation of a society, system or enterprise (Aladejana, 2009). Ajibola (2010) described facilities as the set of interconnected structural elements that provide development, hence, in the school system facilities are those equipment (Hard or Software) and materials other than human effort used in the teaching and learning processes. The realisation that the transfer of knowledge does not only take place in the four walls of the classroom from the teacher to the students but rather that learning takes place through discovery, exploration, interaction with the internal and external environment has necessitated the creative and innovative development of teaching and learning facilities that reflect these changes. Schools exist to serve



socio-economic and political needs of the ever-changing society. Consequently, the role of business education to prepare students for work can only be achieved by impacting the right knowledge, skills attitude, and value with the appropriate facilities.

The National Universities Commission (NUC) and National Commission for Colleges of Education (NCCE) have made comprehensive recommendations on what should be provided and the quantities for a specific number of students in order to aid accreditation of courses in the department of Business Education. These include the following;

Classrooms: Space that would take a minimum of 30 students conveniently with sufficient passage within the classroom space should be made available for each lecture room while lecture halls of 1000 seating capacity could be made available.

Laboratories/Studios: At least, one each of typing-pool, shorthand laboratory, model office and information and communication technology (ICT) room must be available.

Staff Offices: Each lecturer should be provided with a well-furnished office. The head of Department office should be provided with a computer and internet facilities. There should also be an office space for support staff (typists/computer operator, clerks) with relevant equipment e.g computer, printer and reproduction machines (photocopier).

Book in the Library: A Departmental Library is compulsory, while there must be enough books to cover all the areas of the subject to the ratio of one student to ten books.

Equipment required for the teaching of the skills in the Business Education programme is as follows:

- i. **Equipment and supplies (for 30 students):** Typewriters: 30 manual typewriters of various makes and types; computers: the number should be in the ratio of one computer to three students; 30 swivel typing chairs; 30 drop desk, typist desk or convertible desks; one instructor's table or desk; one instructor's chair; four stapling machine; four staple removers; three perforators; three stop watches; a wall clock; one demonstration stand; English/short hand dictionaries and two filing cabinets



- ii. **Shorthand Laboratory:** Tape-recorders/ consoles, headphones, air-condition systems, lecturer's demonstration stand, punching machine, file cabinet, appropriate furniture as technology may dictate from time to time and other electronic gadgets as technologist may dictate from time to time.
- iii. **Model Office:** Executive table with drawers and chair, secretary's table with drawers and swivel chair, photocopier, file trays-in and out, manual typewriter and a computer, file cabinet, adding and listing machine, waste paper basket and any other latest office equipment in the market.
- iv. There should be an Information and Communication Technology (ICT) laboratory.
- v. There should also be a well- equipped Entrepreneurship centre.

However, Ugbe (2018) observed that a lot of business education students that graduated from Colleges of Education seem not to acquire adequate skills to operate in office occupation and create jobs for themselves due to inadequate teaching facilities in the departments for training of students. Personal observations showed that there is lack of facilities in almost, if not all the higher institutions offering business education in Nigeria. There are also empirical evidences to prove that business education in Nigeria lacks adequate facilities for effective teaching and learning. Amiaya (2016) found out that only few facilities were availability in Delta State Polytechnic, Ugwashi-Uku. Azih (2011) in her study also found out that higher institutions in Nigeria do not have sufficient facilities for teaching the practical based courses which constitute almost 70% of the core courses. Adegbanjo (2014) also revealed that business education in the South-West of Nigeria have not met the requirement of NBTE curriculum specified technology facilities and equipment for stream of National Diploma (ND) and Higher National Diploma (HND).

Facility Planning in Business Education

Facility planning in business education is the process of determining in advance the present and future requirements of business education facilities for effective service delivery, to actualise the goals and objectives of business education. Facility planning is a systematic approach for developing the physical setting of an institution. Facility planning is important because it helps an organization look at how it does business, how that might change and how physical setting affects the way



it does it business. Business education facilities play a significant role in preparing and equipping students with knowledge and skills for the global market place, which is highly technology driven. However, to achieve these laudable objectives of business education, the infrastructural facilities needed must be super, sufficient, modern and appropriately provided to meet the yearning of 21st century technological development. In order to ensure effective and adequate number of facilities in business education, facility audit and facility maintenance plans are inevitable.

Facility audit could be seen as a comprehensive review of facility's assets of a school, as well as a standard method for establishing the baseline information about the components, policies and procedures of a new or existing facility. It provides information on the status of school facilities. It is carried out by assessing buildings, grounds and equipment, documenting the findings and recommending service options to increase efficiency, reduce waste and save money. Facility audits help planners, managers, and staff know what is available, its condition, service history, maintenance needs and location; provide facts not guess work, to inform plans for maintaining and improving school facilities establish a baseline for measuring facilities maintenance progress allow in-depth analysis of product life cycles to occur on a routine basis (i.e. measuring actual life versus expected life).

On the other hand, one of the fundamental ways of ensuring the optimum utility of available resources is through, maintenance culture. The present economic downturn in Nigeria has made it absolute imperative that the gospel of maintenance culture be preached very loudly in our education industry. Some of these facilities are architecturally obsolete and therefore cannot contribute to functional education. Facility maintenance entails providing clean and safe environment for teaching and learning. Asiabaka (2008) suggested four types of maintenance to be adopted in the facility maintenance plan. These are preventive, routine, emergency repairs, and predictive maintenance. Preventive maintenance a type of maintenance carried out on school facilities to avoid breakdown and ensure optimal performance of the facility. Routine maintenance is carried out periodically as scheduled by the management either monthly, quarterly or annually depending on the agreed schedule. Emergency repairs take place when a facility breaks down and urgent measures or steps had to be taken to remedy the situation. While **predictive**



maintenance involves the use of computer software to predict equipment failure based on age, user demand and performance measures.

Problems Militating Against Combating of Unemployment and Youth Restiveness

The following problems of facility planning in business education militate against combating of unemployment and youth restiveness in Nigeria.

1. **Lack of Policy Guidelines for Infrastructural Development in Schools:** The most fundamental problem in facilities planning is lack of policy guidelines for infrastructural development in schools. Hence, there are inadequate classrooms, staff offices, laboratories, workshops and libraries.
2. **Low Level of Funding:** It is evident that inadequate provision of equipment and facilities is due to low level of funding tertiary institutions in Nigeria and this made it impossible to actually attain the desired level of facilities.
3. **Lack of Qualitative and Quantitative Information on Facilities:** Quantitative data involves nature and condition of existing facilities, nature of present use and possible future use. Qualitative data involves room configuration, ventilation systems, windows, lighting, access to support facilities, condition of furniture and space for equipment including specific discipline related requirements.
4. **Poor Maintenance Culture:** This is a serious problem that has not been fully addressed. Instead of routine maintenance of facilities, the emergency repair has always been the case. This is as a result of care free attitude, lack of funds for maintenance, bureaucratic bottleneck and inexperienced managers of facilities.

Conclusion

One of the major problems confronting Nigeria is high rate of unemployment and youth restiveness. Some of the identified causes of unemployment and youth restiveness are lack of humanitarian and social welfare, lack of good governance, corrupt practices of government officials, inadequate training programmes in Nigeria. Business education is a programme designed to provide graduates and youths with all the skills needed for gainful employment and self reliant to combat restiveness. Yet, the current status of facilities in business education



in Nigeria leaves much to be desired, hence the reason for *persistent increase in the rate of unemployment and youth restiveness*. Therefore, *if Nigeria desires to combat unemployment and youth restiveness, facility planning in business education should be accorded priority*.

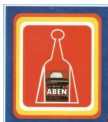
Suggestions

Based on the conclusion the following suggestions are made.

1. It becomes imperative that the different levels of government should address the issue of development and implementation of minimum standards for facilities development and management in all the schools and institutions.
2. Government of Nigeria at all levels should increase funding of business education so that provision of facilities could be possible. Management of business education should also have clear goals and objectives and must plan to operate within its budgetary limits.
3. The department of business education should employ services of special facilities management consultants to handle routine maintenance of special or complex facilities.
4. For a well-balanced facilities planning and management, top quality management objectives should be put in place and there should be autonomy in taking maintenance decisions so that delays in action are eliminated.

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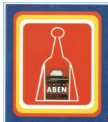


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IDENTIFICATION OF HIGHER LEVEL COMPETENCIES REQUIRED IN TECHNOLOGICALLY DRIVEN OFFICES

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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;

1. What are the adaptive thinking competencies required in modern offices?
2. What are the problems solving competencies required in modern offices?
3. What are the Collaborative competencies required in modern offices?
4. What are the computing competencies required in modern offices?

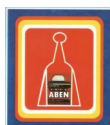
Hypotheses

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.
- o₂: 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.



Result

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	X	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	X	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	

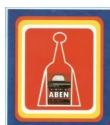


Table 2 above indicates that all the items 11-20 are problem-solving competencies required in modern offices as a result of advancement in technology.

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	X	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	X	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	

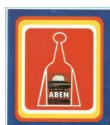


Table 4 above shows that all the eight (8) items, 41-48, are computing competencies required in modern offices as a result of advancement in technology.

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	X	STD	z-Calc.	df	z-tab	Dec.
Adaptive thinking competencies required in modern offices.							
Lecturers	17	3.60	0.53	0.0926	50	1.68	NS
Employers of Lab.	35	3.62	0.54				
Problem-solving competencies required in modern offices.							
Lecturers	17	3.48	0.63	0.0926	50	1.68	NS
Employers of labour	35	3.65	0.49				
Collaborative competencies required in modern offices.							
Lecturers	17	3.50	0.63	0.5744	50	1.68	NS
Employers of labour	35	3.60	0.49				
Computing competencies required in modern offices							
Lecturers	17	3.71	0.47	0.6512		1.68	NS
Employers of Labour	35	3.62	0.46				

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	X	STD	z-Calc	df	z-tab	Dec
Adaptive thinking skills required in modern offices.							
Male	43	3.58	0.57	0.0516	50	1.68	NS
Female	9	3.59	0.52				
Problem-solving skills required in modern offices.							
Male	43	3.41	0.77	0.16809	50	1.68	NS
Female	9	3.69	0.53				
Collaborative skills required in modern offices.							
Male	43	3.51	0.61	0.6837	50	1.68	NS
Female	9	3.62	0.40				
Computing skills required in modern offices							
Male	43	3.56	0.50	0.36632	50	1.68	NS
Female	9	3.62	0.44				

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

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 Ohaegbulem (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:

1. 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.
2. 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.
3. Business education teachers should work towards getting comprehensive texts to help the teaching of these skills.
4. 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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ADEQUACY OF EXPOSURE TO MODERN OFFICE TECHNOLOGY BY GRADUATING STUDENTS OF OFFICE TECHNOLOGY AND MANAGEMENT IN POLYTECHNICS IN IMO STATE

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Abstract

The study was designed to find out the adequacy of exposure to modern office technology by graduating students of office technology and management programme of polytechnic in Imo State. Three research questions guided the study one null hypothesis was tested at 0.05 level of significance. The population of the study consists of all the 32 office technology and management educators and 364 HND final year OTM students in polytechnics in Imo State Nigeria. Data was collected using a validated research questionnaire. Data relating to the research questions were analyzed using mean while t-test was using in testing the null hypothesis. The findings of the study revealed that graduating students of office technology and management programme were adequately exposed to modern office technology. It was therefore concluded that graduating students of office technology and management programme will be able to create easily, share and maintain data and files electronically for timely management decision making in any organization where their services may be required. It was recommended among others that Employers of labour should not hesitate to engage the service of graduates of office technology and management programme with full assurance that this crop of graduates are well packaged to deliver maximally to organizational goals and objectives.

Keywords: *Adequacy, Exposure, Modern Office Technology*

Introduction

The office technology and management programme was the product of the review of the old secretarial studies curriculum for producing office workers in Nigeria. The



review was taken with the view to produce graduates who could be efficient in management roles and have the confidence and practical skills necessary to put theory into action. This new Office Technology and Management programme has been described as having apparent advantages because of UNESCO assistance during the review. This introduced international perspectives to the curriculum and enabled it to benefit from some of the best practices around the world particularly, the office technology component which includes the convergence of computer, telecommunication, internet and information and communication competencies that are lacking in the various curricula for producing office workers in Nigeria.

This is in line with objective of the Federal Republic of Nigeria (FRN) (2014) which among others is the acquisition of appropriate skills, abilities and competencies, both mentally and physically as equipment for the individual to live and contribute to the development of the society. According to NBTE (2004), the objective of the OTM programme among others is to equip students with effective work competence to fit properly into the office of any organization and perform professionally the functions of a secretary which among others include relating the functions of the office to the whole organization, attending meetings, providing information as may be required, make accurate records of proceedings, filing and retrieving of information taking appropriate action independently when faced with challenging secretarial office problems, showing personal qualities and attributes conducive to tolerance and co-existence with the work group. Owing to the global contents of the curriculum, Nwabuona (2010) opined that the curriculum focus is on combining office information technical skills with adequate and relevant business knowledge in solving organizational problem; the target of which is to produce a hybrid of administrative professional to respond to the demands of dynamic and intensely computerized work place.

This is particularly important at this time in Nigeria where the curriculum for producing office workers is not quite adequate, relevant and functional to meet the test of time. Hallak in Njoku and Nwosu (2014) has pointed out that to meet the challenges of globalization, 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 author 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.

This implies that office technology and management students are expected to be equipped with relevant skills and competencies in information and communication technology and other electronic gadgets needed to function effectively in the global work environment. The Commission on Information and Communication Technology (2011) grouped information and communication technology competencies needed for effective training of office secretaries in the office in clusters of word processing, spreadsheet processing application, PowerPoint presentation, database management and internet application. Each of these areas of competency consists of a body of knowledge, skills and abilities which the office manager needs in order to be effective and efficient in office work. However, the curriculum grouped the above competency areas into ICT application, management information system, desktop publishing and webpage design. For instance, ICT applications cover the ability to use a word processor, create files and folders; use input devices to enter and edit texts accurately; manipulate information (opening, copying, cutting, pasting, saving and deleting files); preview, print and save documents among others. It also include using electronic spreadsheet processing application to organise and analyse data into lists and Tables. With spreadsheet application such as Microsoft Excel (MS Excel), information is easily displayed and people can insert formulas to work with data.

Management information system is another aspect of the curriculum that gives it a global picture. This course is intended to enable the students acquire the knowledge of data and information processing techniques and communication to 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). MS



Access provides security features that prevent unauthorized users from trying to gain access to confidential database information and loss of data in case of a system crash.

Furthermore, OTM graduates are expected to make great use of webpage design applications to carry out online office functions in modern business offices. The internet is a network in which users at one computer can, if they have permission, get information from another computer. It has the capacity of sending and receiving messages; and allowing people to stay in the comfort of their homes and transact immeasurable volume of businesses all over the world.

Unfortunately, the ICT facilities and applications for training of OTM students in many polytechnics in Nigeria seems to be grossly inadequate for OTM graduates to face the challenging demands of the new face of technology that keep unfolding ceaselessly. This seems to indicate that there is no relationship between job preparation in schools and on the job activities in the global seen. As offices globally are undergoing drastic changes on frequent basis owing to the emergence of ICT and related technologies, no organization, public or private working with these technologies would want to offer appointment to graduates of OTM without the relevant skills. Therefore the study sought to determine the adequacy of exposure to modern office technology received by graduating students of office technology and management in polytechnics in Imo State.

Statement of Problem

The introduction of office technology and management programme with emphasis on information and communication technology applications in instruction was intended to prepare qualified OTM global worker who can be socially acceptable, physical fit to accommodate any situation and technologically equipped to function effectively in computerized global information technology based organizations and institutions.

However, indications emerging from research findings and observation by the researchers seem to indicate that the needed ICT applications for the preparation of the students for the world of work are not producing required impacts. It appears that many institutions running office technology and management programme are not well equipped with relevant and up-to-date facilities for competent technological development of OTM students. This inability of educational institutions to cope with



the current technological changes taking place in the world of office technology does not make for meaningful training of OTM graduates for national and international jobs. This seems to widen the gap between what is taught in schools and what the graduates need for effective work performance in modern office. Therefore, the researcher is interested in knowing the extent to which graduating students of office technology and management programme polytechnics in Imo State are exposed to the needed office applications for effective work performance in global work environment.

Research Questions

The study was guided by the following research questions:

1. How adequate are graduating students of OTM exposed to ICT office application in polytechnics in Imo State?
2. How adequate are graduating students of OTM exposed to management information system in polytechnics in Imo State?
3. How adequate are graduating students of OTM exposed to webpage design in polytechnics in Imo State?

Hypothesis

1. Office technology and management students and educators do not differ significant in their mean ratings on the adequacy of exposure to modern office technology by graduating office technology and management students in polytechnics Imo State.

Method

The research design used for this study was descriptive survey design to assess the adequacy of exposure to modern office technology by graduating office technology and management students in polytechnics Imo State. The population of the study consists of all the 32 office technology and management educators and 364 HND final year OTM students in polytechnics in Imo State Nigeria. The distribution of OTM educators and students according to their institutions are as follows: Federal Polytechnic, Nekede (25 OTM educators and 163 students); Imo State Polytechnic, Umuagwo (7 OTM educators and 79 students). This information was generated from the various institutions. The entire population was used for the study since the number is small and relatively manageable, hence there was no sampling.



A 30 item questionnaire was used as instrument for the study. The research instrument has two parts Part A and Part B. Part A contains information on the respondent's biographic data. Part B is divided into three sections in line with research questions raised for the study. The instrument was structured to elicit information from the assessment of respondents on a 4 point rating scale as follows:

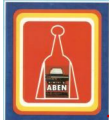
Very Adequate	(VA)	4
Adequate	(A)	3
Barely Adequate	(BA)	2
Not Adequate	(NA)	1

To establish the validity of the instrument, it was given to three experts, one in Department of Technology & Vocational Education, Nnamdi Azikiwe University, Awka, while the other two were from Federal Polytechnic Oko, all in Anambra State Nigeria. Their observations were effected on the questionnaire before final copy was written. To establish the reliability of the instrument used for the study, the questionnaire was administered to ten OTM lecturers and twenty students in a polytechnic outside their area of study. The result was computed using Chronbach Alpha Correlation Formula which yielded a reliability coefficient of 0.83 which was high enough to consider the instrument reliable.

The questionnaire constructed was administered by the researcher to the respondents with the aid of research helpers. The researcher was able to collect some of the questionnaire on the spot while others were collected after few days. Out of a total of 364 questionnaire distributed 285 copies were returned base on which analysis for this study was done. In analyzing the data to be collected from the instrument administered, simple mean was used to analyze the responses for research question while t-test was used to test the hypothesis formulated for the study. The Decision Rule is this: Any item with a mean rating that is equal to or greater than 2.5 was considered 'Adequate' while any item with a mean rating that is less than 2.5 was considered 'Inadequate'. The null hypothesis was tested using t-test statistics at 0.05 level of significance.

Result

The results of the study were presented in tables according to research questions while the test of hypothesis was presented in Table 4



Research Question 1

How adequate are graduating students of OTM exposed to ICT office application in polytechnics in Imo State?

Table 1: *Respondents' Mean Rating on the Adequacy of Exposure to ICT Office Application* (N=285).

S/N	ICT facilities	Mean	Remarks
1	Accessing ICT office application software e.g. MS Word, Excel and so on.	2.60	Adequate
2	Creating and organizing computer files and folders as well as creating back- ups of important files	3.53	Adequate
3	Using input devices to enter and edit text accurately such as copying, cutting and pasting text in a document	3.34	Adequate
4	Inserting pictures and symbols, setting up tabs and controlling margins and layout	2.71	Adequate
5	Creating and formatting a table, changing text direction in a table, merging and splitting cells in a table	2.61	Adequate
6	Using Word Art to create and shape text in a document as well as saving, previewing and printing text	3.60	Adequate
7	Entering, sorting, merging and centering data in worksheet as well as adjusting column's width and row's height	3.55	Adequate
8	Creating and applying formula to carryout arithmetic computation in a worksheet	3.00	Adequate
9	Creating, editing formatting charts using spreadsheet application	3.20	Adequate
10	Paginating, saving previewing and printing a worksheet	3.00	Adequate
Grand Mean		3.05	Adequate

The data in Table 1 revealed the adequacy of exposure to ICT office application by graduating students of office technology and management students in polytechnics in Imo State. The respondents were of the opinion that students' exposure to modern office technology is adequate for effective job performance. The grand mean of 3.05 shows that the respondents agreed that graduating students of office technology and management adequately exposed to modern office technology for effective job performance upon graduation from polytechnic.

Research Question 2

How adequate are graduating students of OTM exposed to management information system in polytechnics in Imo State?

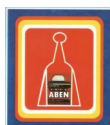


Table 2: Respondents' Mean Rating on Adequacy of Exposure to Management Information System (N=285).

S/N	ICT facilities	Mean	Remarks
11	Creating new database using blank database or database wizard	3.22	Adequate
12	Creating tables in a DBMS and Using a primary key in a table	2.60	Adequate
13	Setting field properties, modifying table structure as well as creating new tables using table wizard or design view	3.00	Adequate
14	Performing data entering in datasheet view and applying data types	2.82	Adequate
15	Changing database format and locating a specific record in a database	3.20	Adequate
16	Adding and deleting a record, finding and replacing data in a database	3.61	Adequate
17	Adding relevant and deleting unwanted fields in a database	2.54	Adequate
18	Sorting records in alphabetical or descending order, querying a table and applying filter	3.20	Adequate
19	Working in database view and organizing database	2.89	Adequate
20	Applying techniques for saving a new database	3.12	Adequate
Grand Mean		2.92	Adequate

Table 2 reveals the adequacy of exposure to management information system by graduating students of office technology and management students in polytechnics in Imo State. The respondents were of the opinion that graduating OTM student were adequately exposed to management information system for effective job performance. All the items in this section received mean rating greater than 2.50. The grand mean of 3.84 is a further indication of respondent agreement to the items that graduating OTM student were adequately exposed to management information system for effective job performance upon graduation from school.

Research Question 3

How adequate are graduating students of OTM exposed to webpage design in polytechnics in Imo State?

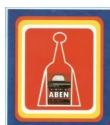


Table 3: Respondents' Mean Ratings on the Adequacy of Exposure to Webpage Design (N=285).

S/N	Items	Mean	Remarks
21	Accessing software application like MS Front or Expression Web 4 and Typing a Hyper Text Mark-up Language (HTML) code	2.60	Adequate
22	Applying background color to a HTML element, border color	3.53	Adequate
23	Embedding an image into a webpage and aligning images to other content of a webpage	3.64	Adequate
24	Formatting a table in HTML and setting table layout in a webpage	2.63	Adequate
25	Adding script to a webpage and creating a hyperlink	3.05	Adequate
26	Saving refreshing and printing a web page using Ms Front Page or Expression Web 4	2.60	Adequate
27	Sending and receiving emails with attachment and using shared devices within a network	2.55	Adequate
28	Refreshing a web page for ensure that information are displayed are expected.	3.00	Adequate
29	Downloading information from and uploading information into the internet	3.20	Adequate
30	Publishing a webpage in a local and public search engines	3.00	Adequate
Grand Mean		2.98	Adequate

Table 3 reveals the adequacy of exposure to webpage design by graduating OTM students in polytechnics in Imo State. The respondents were of the opinion that graduating OTM students were adequately exposed to webpage design for effective job performance. All the items in this section received mean rating greater than 2.50. The cluster mean of 2.98 indicates that the respondents agreed that graduating OTM student were adequately exposed to webpage design skills needed for effective job performance.

Testing of Hypothesis

Table 4: The t-test Analysis of OTM Educators and Students on Adequacy of Exposure to Modern Office Technology

Gender	N	X	S	z-cal	α	Df	z-crit	Remark
Educators	32	3.60	0.28	1.41	0.05	283	1.96	Retained
Students	253	3.82	0.34					



Table 4, shows the t-test analysis of responses of OTM lecturers and students on the adequacy of exposure to modern technology by graduating OTM students in polytechnics in Imo State with mean scores of 3.60 and 3.82 respectively. The z-calculated value of 1.41 is less than the z-tabulated value of 1.96 at 383 degree of freedom and 0.05 level of significance. Therefore, the null hypothesis is retained which implies that, there is no statistically significant difference between the mean rating of OTM educators and students on the adequacy of exposure to modern office technology by graduating students in polytechnics in Imo State.

Discussion of Results

The discussion is based on the three research questions raised above. The result of the analysis of Research Question 1 revealed that the respondent agreed that graduating students of office technology and management were adequately exposed to ICT office application for effective job performance. This finding corroborated the report of Ezenwafor (2012) who found out that business education lecturers in tertiary institutions were competent in word processing and adequately utilize it in training students. Evidently, these lecturers effectively inculcated the competencies in their students since teachers can only give what they have.

The data in Table 3 indicated how adequate graduating students of office technology and management are exposed to management information system for effective job performance in modern office. The result indicated that graduating students of office technology and management were adequately exposed to management information system which is highly needed for effective job performance of OTM graduates. This finding is in accord with Okolie (2012) who held that office manager in public owned organizations and corporation in Ebonyi State were conversant with database management competencies itemized

Furthermore, secretaries are expected to make great use of internet and webpage design application in carrying out online office functions in modern business offices. The result of the analysis of Research Question revealed that graduating students of office technology and management were adequately exposed to internet or webpage design applications. This finding agreed with Egbri (2012) who held that business educators in the south east are conversant with internet facilities and are adequately exposed in utilizing internet resources. This is because the extent of students'



exposure largely depends on lecturers' ability to explain, demonstrate and guide students in practical sessions.

Conclusion

Based on the findings of the study, it has been concluded that graduating OTM students in polytechnics in Imo State were adequately exposed to modern office technology in terms of ICT office application, management information system and webpage design. This implies that graduating students of office technology and management programme will be able to create easily, share and maintain data and files electronically for timely management decision making in any organization where their services may be required.

Recommendations

Based on the findings of this study, discussions and conclusions drawn from it, the following recommendations are made for policy making:

1. Employers of labour should not hesitate to engage the service of graduates of office technology and management programme with full assurance that this crop of graduates are well packaged to deliver maximally to organizational goals and objectives.
2. The Government should ensure that office technology and management programme polytechnic education in general is adequately funded for strong infrastructural support base because the industrial growth of the nation relies heavily on the products of polytechnic education.
3. Academic boards of various polytechnics in Nigeria should pay more attention to the needs of OTM departments so as to provide the much needed ICT infrastructure and human capacity building required to deliver the mandate of OTM programme
4. OTM educators should, as a matter of responsibility and necessity lay more emphasizes in the use of office application in the training of office technology and management students for effective job performance.

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PERCEIVED IMPACT OF E-LEARNING TECHNOLOGY UTILIZATION IN ACCOUNTING EDUCATION

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Abstract

The study examined the perceived impact of technology utilization in accounting education in selected tertiary institutions in Rivers State. The research adopted the descriptive survey design. Two research questions and two hypotheses were posed to guide the study. The population for the study comprised 58 Business Education Lecturers and 43 Postgraduate Business Education Students (accounting option) from Rivers State University (RSU) and Ignatius Ajuru University of Education (IAUOE), making a total of 95 respondents. However, a total of 64, comprising 28 lecturers and 36 students were used for the study based on the number of instruments retrieved. The Instrument used for data collection was a structured questionnaire titled "Perceived Impact of Technology Utilization Questionnaire" (PITUQ). The reliability of the research instrument was obtained using test-retest method; Pearson Product Moment Correlation coefficient of .80 was obtained. The instrument was validated by two experts from the Departments of Business Education (Accounting Option) and Measurement and Evaluation in Rivers State University, Port Harcourt. Successfully retrieved questionnaires were analyzed using mean to answer the Research Questions and t-test for testing the hypothesis at .05 level of significance. The results obtained identified e-learning technologies that can be utilized for teaching and learning accounting education. The study also found that technology utilization has positive impacts on teaching and learning Accounting Education. It was therefore recommended amongst others that government, relevant stakeholders, educational planners, internet service providers and tertiary institutions must synergize to create conducive atmosphere for usage of the various e-learning and social networking technologies.

Keywords: Technology, Technology utilization, Accounting, Accounting Education, E-learning technologies.



Introduction

Technology is the systematic application of practical knowledge considered useful for the society and for those who utilize them for practical task in a new way (European Space Agency, 2012). Technology has changed the way things are done in almost all facets of life, including education. According to Amiaya (2014) technology is made up of Information Communication Technologies (ICTs) and e-learning facilities presented by several tools such as computers, internets, software, teleconferencing, and World Wide Web to acquire, organize, process, store, retrieve and disseminate information to bring about effective exchange of information in communication. Amesi and Akpomi (2013) wrote that although the word Technology was often associated with technical education in most institutions in Nigeria, but has today, affected society and its surroundings in several ways and also helps to empower lecturers and students in more ways than have been imagined previously. The role of technology in teaching and learning is rapidly becoming the most important and widely discussed issue in contemporary educational policies (Kolo, 2015). There is no doubt that technology has radically and positively impacted on education and the growing pace of technology will continue to increase even in the future. Rhodes (2013) found that the integration of new technologies with particular interest on accounting software packages into accounting education delivery in tertiary education would align accounting education to accounting practice. This could place the accounting graduate and employer in agreeable terms, thereby, increasing the value of the modern graduate. The whole process of education, particularly the way educators and students gain access to knowledge and information has been greatly influenced by technology. Graduates of accounting education and their roles in the world of work may likely be viewed from this perspective due to developments in technology.

Accounting Education is a major part of Business Education, geared towards producing accountants for workplace. Accounting Education is offered as an option of business education at different levels of tertiary institution with the aim of equipping students with suitable skills required for teaching, working as accounting officers, accountants or self-practicing accountants (Ezeani & Akpotohwo, 2014). This implies that accounting education is education for self-reliance, aimed at equipping individuals with relevant and necessary skills to fit into the position of accountants in the work place. Aspects of accounting education include: cost



accounting, taxation, financial management, electronic accounting or accounting information system, auditing, financial accounting, management accounting, accounting instruction, record keeping, budgetary accounting and governmental accounting (Ezeani, 2008, Salome & Chukwunwendu, 2014). Accounting Education has advanced to accomplish business requirements and also prepare students for market demands (Yap, Ryan, and Yong 2014). As a result of this, accounting education must provide students with the required skills and knowledge needed to become competent professionals in a dynamic business world.

Accounting Education in recent times has been influenced through the utilization of technologies such that teaching and learning processes are being adjusted daily to meet the challenges of this digital information age. The utilization of technologies in accounting education will largely contribute to the development of accounting skills and competencies, allowing for more emphasis to be placed on accounting concepts, issues and ideas. Accounting functions in modern times have changed from that of technical jobs to client oriented practices, involving the use of modern technologies. However, despite these impacts, Omatayo and Umoru (2015) recalled that effective technology utilization has always been challenged by factors such as poor power supply, lack of internet connectivity, inadequate funding of e-learning projects, high cost of technologies, insufficient technologies, among others. While some instructors in accounting education have willingly embraced these technological innovations in their classrooms (Craig & Amernic, 2006) others have resisted the trend.

Technology in accounting education refers to modern facilities introduced into the accounting field to enable accounting educators prepare their students for the world of work. They include the varied technologies utilized in teaching and learning of accounting courses. Simsek (2005) described this link between education and technology as the application of scientific information and processes to the problems of education such that one has a way of looking at instructional problems and exploring possible solutions to those problems. Amiaya, (2014) also described technologies as ICTs, e-learning tools and devices that have changed classroom experience and brought about innovations in the teaching and learning of accounting in tertiary institutions. The author further asserted that modern technologies such as the aforementioned have been found to possess the capacity to improve instructional delivery in education. Nnadi, Ubulom and Dambo (2017) added that the growing



numbers of students taking accounting courses in tertiary institutions and the demand on lecturers to give effective feedback on course works have necessitated the use computing devices in accounting assessments. In a technology driven society as in present times, there is need for effective and efficient utilization of modern ICTs and e-learning technologies available in accounting education in tertiary institutions. Thus, to achieve this task, accounting curriculum must integrate contents that allow students to be informed and savvy with web-enabled communication, accounting packages such as QuickBook and Peachtree, Virtual Learning Environments (VLEs), Microsoft office tools, etc (Albrecht & Sack, 2000, Miles, 2016, Tucker, 2017 and Leonard 2018).

Nwagbo and Ugwuanyi (2011) asserted that many educational institutions now utilize e-learning technologies as a complement for teacher led teaching. The authors added that these technologies are now becoming increasingly popular as they are used for tutoring, managing courses, providing simulations, programming and problem solving. E-learning technologies that can be utilized in accounting education include digital library, e-mail, accounting e-books, on-line collaborative work space, video conferencing, tele-conferencing, accounting packages such as QuickBooks and Peachtree, Virtual Learning Environment (VLE), Optical Character Recognition (OCR) Tools. Oyebisi, Ayodotun and Olugbenga (2015) also recommended accounting software application packages that could be used for recording and processing accounting operations such as accounts payable, accounts receivable, payroll, and trial balance, within functional modules. They include: Peachtree, Quickbook, Lotus 123, Super calc etc.

The need for e-learning has now become increasingly important more than ever. E-learning can help accounting students in developing their literacy and in numeracy skills. With e-learning there is a shift from the traditional approach of pedagogy to modern methods of teaching where technology plays a significant role. E-learning technologies are one of the recent technological developments in education that has been proven to enhance learning in various ways and has gradually become an indispensable and integral part of the teaching and learning process especially at the tertiary education levels. E-learning technologies are sub systems within Information and Communication Technologies. Inije, Utoware and Kren-Ikidi (2013) described e-learning as an electronic learning or process which enhances the delivery and administration of learning opportunities and support through computer



networked and web based technologies to help individual performances and development. It involves the utilization of technologies such as e-library, e-mail, PowerPoint, video conferencing, internet and web browsing to mention a few applicable in education. Avanish and Mohammed (2017) described the act of teaching with technology as “Active Learning”. Their findings also revealed that technology based learning improved the corroboration of accounting subject, and led to a projection that students taught with technology have higher chances of a successful future career, against students learning with books only.

Statement of the Problem

Tertiary institutions in recent times have placed more emphasis on student centered instruction through the use of technologies; as such it has become increasingly acceptable and prevalent amongst tertiary institutions. The use of e-learning technologies is a modern trend that enhances teaching and learning. Despite the growing trend, some researchers have lamented on the slow pace of their utilization in accounting education (Agboeze, Ugwoke & Onu, 2012). There have been expectations as to the impact of technology utilization in accounting education, though there are many research studies on accounting education and technology, empirical studies relating to the impact of technology utilization with particular emphasis on e-learning technologies in accounting curriculum seem to be limited. It is in a bid to close the identified gap in literature that this study sought to identify e-learning technologies available for accounting education and the extent of utilization in accounting education.

Research Questions

The following research questions guided the study:

1. What e-learning technologies can be utilized in teaching and learning accounting education?
2. What are the impacts of utilizing e-learning technologies for teaching and learning of accounting education?

Research Hypotheses

The following hypotheses were tested at 0.05 level of significance.

1. There is no significant difference in the mean ratings of lecturers and students on e-learning technologies that can be utilized in teaching and learning accounting education in selected Rivers State Tertiary institutions.



2. There is no significant difference in the mean ratings of lecturers and students on the impact of utilizing e-learning technologies for teaching and learning of accounting education in selected Rivers State Tertiary institutions.

Method

This study adopted the descriptive survey research design, as an appropriate tool for assessing opinions of lecturers and post graduate students on the impact of technology utilization. The population of the study comprised 58 business educators and 43 post graduate business education students (accounting option), a total of 95 respondents drawn from the department of business education in two selected Rivers State tertiary institutions, Rivers State University (RSU) and Ignatius Ajuru University of Education (IAUOE) Port Harcourt. The entire population size was studied because of the small size of the population. The instrument used for data collection was a 15 item structured questionnaire titled “Perceived Impact of Technology Utilization Questionnaire” (PITUQ), drafted by the researcher. The questionnaire items were subjected to face and content validation by two experts from business education (accounting option) and measurement and evaluation. A reliability coefficient of 0.80 was obtained using test re-test method, making the instrument suitable for use. The instrument was drafted using four (4) point rating scale ranging from Strongly Agree to strongly disagree for research questions. Data was analyzed using the mean for the research questions and t-test to test the hypotheses at 0.05 level of significance. 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 decision rule was that any mean value of 2.50 and above was considered accepted/utilized while mean values below 2.5 were rejected/not utilized. The decision rule for the test of hypotheses is: If the t-calculated is greater than the t-critical, the null hypothesis is rejected but accepted if the t-calculated is less than t-critical at .05 level of significance.

Results

Research Question 1

What e-learning technologies can be utilized in teaching and learning accounting education?

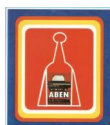


Table 1: Mean responses of lecturers and students on e-learning technologies that can be utilized in teaching and learning accounting education. (N=64)

S/N	Statement	Lecturers			Students		
		Mean	SD	Decision	Mean	SD	Decision
1.	e-library	2.60	0.72	Accepted	3.07	0.81	Accepted
2.	Tele/Video Conferencing	2.52	0.75	Accepted	3.00	0.89	Accepted
3	Virtual Learning sites	2.90	0.66	Accepted	2.67	0.73	Accepted
4.	e-books	2.75	0.83	Accepted	2.55	0.88	Accepted
5.	QuickBooks	3.75	0.47	Accepted	3.65	0.5	Accepted
6.	Sage	3.10	0.94	Accepted	3.64	0.47	Accepted
7.	Peachtree	2.55	0.85	Accepted	2.62	0.48	Accepted
8.	Super Calc	2.64	0.65	Accepted	2.59	0.66	Accepted
9.	Lotus 123	2.58	0.58	Accepted	2.70	0.50	Accepted
Grand Mean		2.88	0.74	Accepted	3.10	0.66	Accepted

Source: Survey Data 2019

Results from Table 1 above revealed that respondents agreed on all items with mean values above the criterion value of 2.50, indicating that the identified e-learning technologies can be utilized in the teaching and learning of accounting education.

Research Question 2

What is the impact of utilizing e -learning technologies for teaching and learning of accounting education?

Table 2: Mean responses of lecturers and students on the impact of utilizing e - learning technologies for teaching and learning of accounting education. (N=64)

S/N	Statement	Lecturers			Students		
		Mean	SD	Decision	Mean	SD	Decision
1.	Provides a variety of sources of information for lecturers and students.	3.40	0.92	Accepted	3.50	0.63	Accepted
2.	Provides an avenue to improve the standard of accounting education globally.	4.00	0.77	Accepted	3.29	0.55	Accepted
3	It promotes conducive and collaborative teaching and learning environment.	2.90	0.95	Accepted	2.86	0.99	Accepted
4.	It encourages productivity and professional effectiveness and efficiency.	3.10	0.74	Accepted	3.64	0.78	Accepted
5	It encourages and promotes technological competencies and skills of lecturers and students by equipping them technologically.	3.30	0.90	Accepted	3.21	0.59	Accepted
Grand Mean		3.34	0.86	Accepted	3.30	0.71	Accepted

The data presented in Table 2 revealed that the respondents agreed on all items relating to the their perceptions on the impact of technology utilization in the teaching and learning of accounting education, with a grand mean of 3.34 and 3.30 for lecturers and students respectively. This implies that there are benefits in utilizing e-learning tools in teaching and learning.

Test of Hypotheses

Hypothesis 1

There is no significant difference in the mean ratings of lecturers and students on e-learning technologies that can be utilized in teaching and learning Accounting Education in selected Rivers State Tertiary institutions.

Table 3: *T-test analysis of mean differences in the responses of lecturers and students on e-learning technologies can be utilized in teaching and learning Accounting Education.*

Respondents	N	Mean	SD	Df	L/S	T-cal	T-crit	Decision
Lecturers	28	2.88	0.74	62	0.05	-1.29	2.0	Accepted
Students	36	3.10	.66					

Source: Survey Data 2019.

Table 3 revealed a t-calculated value of -1.29 less than the t-table value of 2.0 with a degree of freedom of 62 and 0.05 level of significance, indicating the acceptance of the null hypothesis that there is no significant difference in the mean rating of lecturers and students on e-learning technologies that can be utilized in teaching and learning accounting education in selected Rivers State Tertiary institutions.

Hypothesis 2

There is no significant difference in the mean rating of lecturers and students on the impact of utilizing e-learning technologies for teaching and learning of accounting education in selected Rivers State Tertiary institutions.

Table 4: *T-test analysis of mean differences in the responses of lecturers and students on the impact of utilizing e-learning technologies for teaching and learning of Accounting Education in selected Rivers State Tertiary institutions*

Respondents	No	Mean	SD	Df	Level of Sign	T-cal	T-crit	Decision
Lecturers	28	3.34	0.86	62	0.05	0.03	2.0	Accepted
Students	36	3.30	0.71					

Source: Survey Data 2018.



Table 4 revealed a t-calculated value of 0.03 less than the t-table value of 2.0 with a degree of freedom of 62 and 0.05 level of significance, indicating the null hypothesis is accepted and upheld that here is no significant difference in the mean rating of lecturers and students on the impact of utilizing e-learning technologies for teaching and learning of accounting education in selected Rivers State Tertiary institutions.

Discussion of Findings

The data presented in Table 1 provided answers to Research Question 1 which indicated the acceptance of respondents on the e-learning technologies that could be utilized in teaching and learning accounting education. This finding is in line with the assertion by Miller, Nwaekete and Akiti, (2015) that e-learning tools such as e-library, e-Books, Quickbook, Sage, Super Calc, VLEs and Peachtree can be utilized in accounting education.

Findings with respect to Research Question 2 as presented in Table 2 showed the acceptance of respondents on the impact and importance of technology utilization in accounting education. Both lecturers and students perceived that accounting education would be more easily and positively impacted on if the identified new technologies are integrated in the teaching and learning process. This finding aligns with the opinions of Enoche (2015) and Jimoh (2015) that e-learning technologies have significant impact on teaching and learning through creating access to variety of learning resources, immediacy to learning, encouraging collaborative learning, making learning more interesting and simple, creating access to on-line libraries, multiple communication channels among others. The test of the two hypotheses, presented in Tables 3 and 4 revealed that lecturers and students in the selected tertiary institutions did not differ significantly in their mean responses.

Conclusion

The study investigated the perceived impact of technology utilization on Accounting Education in Rivers State tertiary institutions. It revealed that e-learning technologies like e-library, video/tele conferencing, e-presentation, e-book, e-lecture (virtual learning), QuickBooks, Sage, Peachtree, Supercalc among others could be utilized in teaching and learning accounting education. The study also identified impact of technology utilization to include stimulating students' interest, promoting technological competence and professional effectiveness among others. Thus lecturers and students must be equipped with the knowledge of utilizing technology in this era of rapid technological advancement.



Recommendations

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

1. Accounting Educators and Students should seek and discover new and relevant technologies that could be integrated in Accounting Education. This will enhance the professional knowledge of both Lecturers and Students of Accounting Education and position them for global competition.
2. Government and Administrators of Tertiary institutions should provide the enabling environment, provide necessary and accessible facilities, as well as train Accounting Lecturers to enhance the use of e-learning tools for effective teaching and learning. This is better prepare the Accounting Graduate for a competitive and technology driven world of world.

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BUSINESS EDUCATION STUDENTS' PERCEPTION OF THE UTILIZATION OF ONLINE PLATFORMS FOR EDUCATIONAL ASSESSMENT IN RIVERS STATE UNIVERSITY

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Abstract

The integration of assessment via an online platform was introduced recently by the Joint Admissions and Matriculations Board (JAMB) to ensure accurate assessment of students seeking admission into tertiary institutions in Nigeria. This has proved effective to a large extent, but continuity is key to any development process. Students' examinations in tertiary institutions are mostly done using conventional paper-pen approach. One reason for slow adoption of online assessments may be students' perception of the whole process. The purpose of this study was to determine how business education students perceived the utilization of online platform for educational assessment. The population of the study was made up of 1,109 business education students in Rivers State University, out of which 844 were selected as sample for the study using purposive sampling technique. Descriptive survey design was adopted as three research questions guided the study and one hypothesis was tested at 0.05 levels of significance. A questionnaire developed by the researchers was used for the data collection. Cronbach Alpha was used to establish the reliability of the instrument which yielded a coefficient of 0.78. Descriptive statistics of mean, standard deviation, percentages, and charts were used to answer the research questions while Analysis of Variance (ANOVA) was used to test the hypothesis. The results showed that the students experienced difficulties in the utilization of the online assessment platforms. Also, the students agreed to the adoption of online assessments in business education. It was recommended that; the management of Rivers State University should reintroduce online assessment which was stopped in 2016; that training on online assessment utilization be conducted for Business Educators to equip them with the right kind of skills to adopt online assessment approach rather than paper-pen approach.



Introduction

The emergence of information and communication technologies (ICTs) and the ubiquitous relationship of the internet and networks improve man's ingenuity and opportunities given that societies consciously depend on real time information to be proactive and to discount the effect of environmental changes (Eze & Chinedu-Eze, 2018; Al-Gahtani, 2016). The development of web browsers and tools has enabled the wider use of the internet for learning and teaching. The process of evaluating students' knowledge is a complex one and often times, resource consuming. These processes can be eased up by taking advantage of the new technologies such as computer-based assessment system. Institutions that often time attempt to cope with the dynamism of the society and the constant changes in the educational process, have always made huge investments in the state of the art ICT platforms owing to the need to build competitive advantage amidst decreasing cost of technologies in the contemporary information systems market and world of education.

The integration of assessment via an online platform was introduced recently by the Joint Admissions and Matriculations Board (JAMB) to ensure accurate assessments of students seeking admission into tertiary institutions in Nigeria. This has proved effective to a large extent but continuity is key to any development process. Students' examinations in tertiary institutions are mostly done using conventional paper-pen approach. Online assessment platforms are some of the most significant educational innovations driven by expanding array of technology enabled platforms that offer potential learners an alternative and innovative learning environment compared with traditional learning and thus, represents IT-based innovation in education (Wang, 2009). While some use online learning platforms to refer to pieces of content packaged using technical infrastructures, others consider it an online self-study and yet others see it as encompassing an on-going learning and joint effort. Online learning is a learning process that involves the connection of digitally based content (Zhang, Lu & Boutaba 2010).

Online assessment is a useful strategy that can be introduced into the general educational spectrum to further enhance and accelerate the pace of Nigerian educational growth and development. Online assessment is a novel approach to student assessment that pertains to process of tutoring, mentoring, and evaluating the level of students' educational attainment and academic achievement through the use of information technology. Some of these possible online assessment platforms according to Ipaye (2011) include; websites, wikis, blogs, second life, e-mail, twitters, course management systems, video/audio podcasts, Facebook, threaded



discussion list, video/audio text chat, videoconferences software, among others. Online assessment could be perceived as a productive method that advances self-study and continuous testing and developmental assessment of students within the formal education spectrum. The use of online platforms for assessment of students promotes a system of student-teacher dynamism in relation to delivery and learning of specific lesson contents.

The online platforms could be perceived to mean integrated set of interactive online services that provides the teachers, students and other stakeholders in education with information, tools and resources to support and enhance educational delivery and management. It could also be a comprehensive system enabling secure web-based training and e-learning solution that employs a simple and intuitive user interface. The online platforms can be used mainly in educational institutions such as schools, colleges and universities (Timeless Learning, 2019). An effective learning platform will enable students to submit assignments for marking and assessment, communicate by mail and participate in life discussions and forums with other students and teachers and store work and notes online for use in assignments and revision outside normal school hours. It also enables students create an online portfolio, including digital photos and videos of performance as well as text.

Online assessment has to do with the use of technology to manage and deliver assessment on students' academic performance within a given period and from any location. Some of the most widely used forms of online assessments are students response system, self and peer-assessment, e-submission and e-marking, e-test, e-quizzes and e-exams, among others. The use of online assessment could be enhanced through the use of the e-assessment lifecycle such as; planning, authoring, preparation towards delivery, delivering the assessment, managing the results and review and evaluation of the entire process (Digital Education Office, 2019). One of the significant essence for the use of online platforms for students' assessment is to provide a more convenient, objective and reliable medium for the gathering of relevant information about student educational and/or academic performance; determine the level of interest of a student about a particular academic endeavour and to pass objective judgement regarding their learning process (Lynch, 2016). These performances that are to be evaluated are anchored on the students' cognitive, affective and psychomotor domains.

Business education is a program of study geared towards the acquisition of knowledge and skills needed in the workplace and the educational spectrum. One vital need in the current dispensation of business education program is the ability of



the teachers and students to have adequate knowledge on the use of online platforms for online assessment and learning respectively. Obviously, the use of online platforms for educational assessment can set the basis for the advancement of information communication technology in the world of business and education. Business education is an aspect of general education that is predicated on equipping its target audience with distinctive skills, knowledge, aptitude and attitudes requisite for occupational competence in the areas of education and business. In business education, knowledge gaining and skill acquisition for the business and educational world constitutes an integral element (Ohaka & Bupo, 2019; Ohaka & Onuoha, 2017; Akpomi, 2008).

The utilization of online platforms for assessment gingers the morale of students to learn how to innovate and interact with learning contents. The use of online assessment in tertiary institutions could be very beneficial as it helps to reduce the cash and time that would have been spent printing and marking of exam booklets. Using online platforms for assessment has the capacity to improve the image of the institution where it is being adopted, enhance the nature of education generally and make adaptation to the use of information technology more potent (Garrison & Anderson cited in Eze, Chinedu-Eze & Bello, 2018). The use of online platforms for the assessment of students have the advantage of providing the teacher with randomized questions to discourage cheating, immediate release of exam result after the exam and the possibility to examine many students simultaneously. Utilization of online platforms for students' assessment in tertiary institutions is influenced by the students' level of computer literacy and information communication competencies and many Business Education students do not have the needed competence in computer operations that forms the basis for e-learning integration (Gabriel, Sushil & Zhang in Bupo & Ndinechi, 2015).

Despite the numerous merits of online platforms for educational assessment in the developing countries like Nigeria, its adoption and utilization has rather remained too slow sequel to the view that some students in our tertiary institutions do not have adequate knowledge and skills on how to use these possible online learning and assessment platforms. Even those who may possess these practical skills and knowledge are usually not encouraged or provided with the need to resort to using them for educational purposes. Bupo and Ndinechi (2015) also added that online assessment appears to be poorly judiciously utilized in tertiary institutions and that, many of the students do not have e-mail addresses, cannot operate a computer and



have little knowledge of possible online learning and assessment platforms. Also, many studies over the years have only focused on the accessibility of online learning platforms, their availability, challenges and prospects (Anene, Imam, Odumuh, 2014; Aboderin & Kumuyi, 2013) but not much have been done on the areas of the adoption, utilization and how it is being perceived by the key players in our tertiary institutions. The management of Rivers State University initially introduced online assessment of students in some courses, but this was stopped in 2016. It is in light of these that the researchers resolved to predicate this study on the perception of business education students on the utilization of online platforms for educational assessment.

Research Questions

The following research questions guided the study:

1. How do students perceive the ease of use of online platforms for assessment in business education in Rivers State University?
2. What are the perceived challenges usually encountered by students during online assessments in Rivers State University?
3. How do students perceive the adoption of online platforms for assessment in business education in Rivers State University?

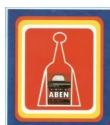
Hypothesis

The following null hypothesis was tested at 0.05 levels of significance:

HO₁: There is no significant difference in the mean ratings of students in different levels of study on the ease of use of online platforms for assessment.

Method

The research design adopted for study was descriptive survey design. The population of the study consisted of 1,109 Business Education students in Rivers State University, out of which 844 students were selected as sample for the study using purposive sampling technique. The instrument for data collection was a questionnaire developed from literature, validated by experts in the field of business education. The reliability of the instrument was established using Cronbach Alpha which yielded a coefficient of 0.78. The instrument was administered to the respondents directly by the researchers and retrieved immediately. The data collected were analyzed using descriptive statistics and the hypothesis was tested with Analysis of Variance (ANOVA).



Results

Research Question 1

How do students perceive the ease of use of online platforms for assessment in business education in Rivers State University?

Table 1: Result showing how students perceive the ease of using online platforms for assessment in business education in Rivers State University?

S/N	Item Statements	(N)	X	S.D	Remarks
1.	Logging into the online platform for the test/exam	844	3.33	0.78	Very Easy
2.	Selecting the answers to the questions	844	3.47	1.20	Very Easy
3.	Scrolling through the questions on the test portal	844	3.41	0.67	Very Easy
4.	Making adjustments and corrections to already answered questions	844	3.30	0.76	Very Easy
5.	Submitting the test and logging out of the online platform	844	3.31	0.80	Very Easy
Total Mean/SD			16.82	4.20	
Grand Mean/SD			3.36	0.84	Very Easy

Source: Field Survey, (2019)

The results in Table 1, show how students perceive the ease of use of online platform for assessment. The mean response to items 1 to 5 indicates that the students perceived usage of online platforms for assessment to be very easy. This means that students found it very easy logging into the online platform, selecting the answers to the questions, scrolling through the questions, making adjustments to already answered questions, submitting the test and logging out of the online platform. The grand mean of 3.36 indicate the respondents perceive the use of online platforms for educational assessment to be very easy.

Research Question 2

What are the perceived challenges usually encountered by students during online assessments in Rivers State University?

Table 2: Result showing the challenges encountered by students during online assessments in Rivers State University

S/N	Item Statement	(N)	No. of Students	% 100
1.	The time for the test was inadequate	844	517	61.26
2.	Power supply was not regular	844	310	36.73
3.	The system did not work properly	844	288	34.12
4.	The site was slow	844	242	28.67
5.	I could not use the system	844	214	25.36
6.	Nobody to guide me when I was confused on how the system works	844	201	23.82
7.	I could not see the questions properly on the system	844	182	21.56
8.	System Errors in the marking of the test	844	164	19.43

The data in Table 2 show the number of students that face various challenges while undergoing an online test. The inadequacy of the time for the test had the highest percentage of 61.26%. The irregularity of power supply and functionality of the system had percentages below the average (36.73% and 34.12% respectively). System errors in marking the test had the lowest percentage (19.43%) as only 164 students, out of 844, experienced this challenge. The data is best shown in the figure below:

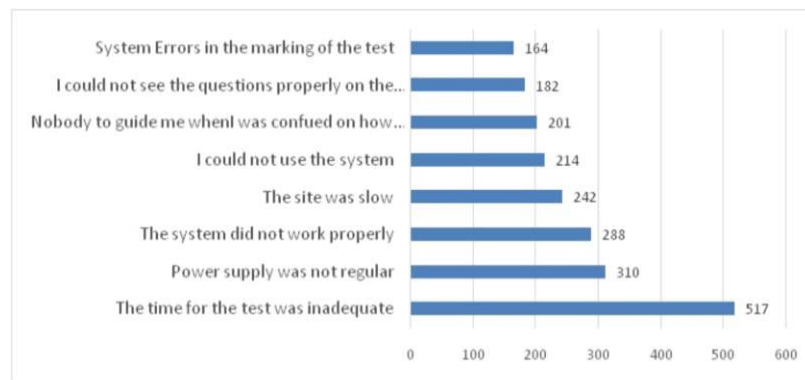


Figure 1: Chart showing the challenges faced by students while undergoing an online test

The chart shows graphically that the greatest challenge faced by students was that the time for the test was inadequate as 517 students out of 844 students pointed to that problem. The least faced problem, as opined by the respondents, was that of system errors in marking the test.

Research Question 3

How do students perceive the adoption of online platforms for assessment in business education?

Table 3: *How do students perceive the adoption of online platforms for assessment in business education in Rivers State University?*

S/N	Question	Yes	No	I do not know	Total
1.	Do you think that online assessment should be used for business education courses?	449 53.3%	315 37.3%	80 9.4%	844 100%
2.	Do you prefer online assessment to paper-pen assessment?	392 46%	377 45%	75 9%	844 100%

The data in Table 3 shows that 53% of the respondents agreed that online assessment should be used for business education courses while 37% disagreed. About 10% of

the respondents were indifferent to the adoption of online assessment. Also, 46% of the respondents prefer online assessment to paper-pen assessment while 45% prefer paper-pen assessment to online assessment. Nine percent of the respondents are indifferent.

Hypothesis

H₀₁ There is no significant difference in the mean ratings of students in different levels of study on the ease of use of online platforms for assessment.

Table 4: ANOVA result showing the difference in mean responses of students in levels of study on the ease of use of online platforms for assessment

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared	Remark
Corrected Model	2.041 ^a	4	.510	1.607	.170	.008	Accept null hypothesis
Intercept	263.864	1	263.864	831.312	.000	.498	
Level	2.041	4	.510	1.607	.170	.008	
Error	266.304	839	.317				
Total	9819.360	844					
Corrected Total	268.345	843					

a. R Squared = .008 (Adjusted R Squared = .003)

Source: Field Survey, (2019)

The data in Table 4 show that the F-cal is 1.607 and the p-value is 0.17. Since the p-value is greater than the level of significance (p-value > 0.05), the F-value is not significant. This means that the null hypothesis is accepted. That is, students in different level of study did not differ in how they perceive the ease of use of online platforms for assessment in Rivers state.

Discussion of Major Findings

The findings of the study as shown by research question one reveals that business education students in Rivers State University were of the view that using online platforms for educational assessment was very easy. The grand mean of 3.36 indicates that student could easily log in the online platforms, navigate through the platform, answer the questions and submit their answers. The results are in line with Lynch (2016) who had posited that using online platforms for learning promotes students' interest and facilitates objective assessment of students. The findings contradict the view of Gabriel, Sushil and Zhang (cited Bupo & Ndinechi, 2015) who discovered that students' information literacy level was low and that many students lacked the competence in computer usage. This present study shows that students have the capacity to adapt to online learning and assessment.



The findings of research question 2 show the challenges that students faced while partaking in an online assessment. The findings show that a large percent of the students was of the view that the time allotted for the online tests/exam was inadequate. This goes to show that course designers should consider the time for online tests and/or exam. The time should not be too short or too long but rather adequate to allow students attempt the questions. The strategy of time reduction in online test, as JAMB adopts, is to discourage exam malpractice. This is good but educators who want to adopt online platforms for assessments should be considerate of students' individual difference. The findings in research question 3 indicate that students are of the opinion that online platforms should be adopted for assessment in business education. Although 45 percent of the respondents prefer paper-pen assessment than the online assessment, a larger number of students still prefer online assessment. The percentage of students who still prefer paper-pen assessment may be because of the many challenges students encounter when undergoing online assessments.

Conclusion

Based on the findings of the study, it is concluded that business education students are of view that online platforms be adopted for education assessments in Rivers State University.

Recommendations

The following recommendations are made based on the findings of the study.

1. The management of Rivers State University should reintroduce the assessment of business education students through online platforms which was stopped in 2016. This will help to further bring about objectivity in the assessment process, saving of cost and time accordingly.
2. The management of Rivers State University should ensure stable power supply in the institution and the maintenance of Information Technology Center (ITC) materials to mitigate problems students encounter during online assessment in the center.
3. Business educators should seek for more training in the use of online platforms for assessment. This will incredibly help the business educators to enhance their ICT skills and avert some of the challenges encountered in terms of applicability.

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ON-LINE TRAINING AND RETRAINING NEEDS OF CONFIDENTIAL SECRETARIES FOR EFFECTIVE WORK PERFORMANCE IN TERTIARY INSTITUTIONS IN ONDO STATE

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Abstract

This study assessed on-line training and retaining needs of confidential secretaries for effective work performance in tertiary institutions in Ondo State. Descriptive survey research design was adopted for the study. Three research questions guided the study and One null hypothesis was formulated. The 215 confidential secretaries in public tertiary institutions in Ondo State were the respondents for the study. A 20-item questionnaire structured on a 4-point rating scale validated by experts was the instrument used for data collection. Test retest measurement technique was used to determine the reliability of the instrument. Pearson Product Moment Correlation was used to determine the reliability coefficient and 0.94 was obtained. The mean and standard deviation were used to analyse data related to the research questions while t-test was used to test the hypothesis at 0.05 level of significance. The findings showed that confidential secretaries in tertiary institutions in Ondo State need training and retraining in electronic communication, internet application and webpage design for effective work performance. The study concluded that there is no significant difference in the mean ratings of male and female confidential secretaries on their on-line training and retraining needs for effective work performance. Finally, the study recommended among others that seminars, workshops and conferences should be organized for confidential secretaries to possess some level of on-line computer skills to be able to function effectively on their jobs.

Keywords: Online Training, Retraining Needs, Confidential Secretaries, Performance

Introduction

Information and communication technology in the 21st century has revolutionized all professions worldwide including the secretarial practice. Information technology



is the coming together of computing and telecommunication for the purposes of handling information. Ofurum and Ogbonna (2008) opined that *information technology is the combination of computing, telecommunication and video techniques for the purpose of acquiring, processing, storing, and disseminating vocal, pictorial, textual and numerical information. The computing techniques provide the capacity for processing and storing of information; the telecommunicating techniques provide the capacity for communicating the information to users; and the video techniques, the capability for high quality display of images.*

ICT broadly refers to all forms of technology used to create, store, process and use information in its various forms (data, voice, image, multi-media presentations and other forms including those not yet conceived) and which enable, facilitate and support communication. The merging has been made possible by recent development in microelectronics. 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). ICT encompasses a wide range of technologies, for the purpose of this paper, On-line aspect of ICTs which specifically involve the use of computers, electronic communication, internet and webpage design to promote school and administrative performance is examined.

Electronic communications is the transmission, reception, and processing of information between two or more locations with the use of electronic circuits. Electronic communication means a communication transmitted by means of an electronic device including, but not limited to, a telephone, cellular telephone, computer, computer network, personal data assistant, or pager, e-mails, text messages, instant messages, and communications made by means of an Internet website, including social media and social networking websites (Edeh, 2017; Jemuel, 2016 & Hennesey, 2015). The Internet is an integral aspect of the Information and Communication Technology. The internet is a global collection of many computers and computer networks that are linked together (Igbiniedion & Edeh, 2014). It enables individuals and organizations to share information across the world. The internet has been referred to as the “Information Superhighway” (Nnanna, 2000; Ehikhamenor, 2003). This suggests that as road allows travel through different areas of a country, so also the internet allows information to flow



through many different interconnected computer networks. The internet is 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.

The term World-Wide Web (www), usually shortened to the “web,” is a system of interlinked hypertext documents accessed through the Internet. Although many people use the terms “Internet” and “web” interchangeably, in reality the Internet is the system that facilitates the transfer of data and the web is the data itself. The web is just one of the ways that data can be disseminated over the Internet. So the Internet is not the web and the two terms should not be confused or used interchangeably. Browsers facilitate access to web documents called “web pages” that are linked to each other using “hyperlinks.” A hyper link is an element in a web page that creates a link to another place in the same document, an entirely different document or media content of some type. Web pages as displayed in a browser window can contain graphics, sound, text and video.

Web page design refers to the process of creating a web page's appearance and to the choice of a right color scheme, page layout, fonts and more. Every single web page in a website has different content, but all the pages are using a similar graphic design. But most of the pages in a website have their own design elements. This is needed because every page has to present a different content, and the basic website style is not fully applicable for all the web pages. For example, designing a contact form will sometimes require a custom layout and design elements with which to handle the form's fields, buttons, drop-down menus, and so on. All these styles, layouts, images, etc. are often not applicable for the other website pages. So, the contact page uses the basic website template for the menus, backgrounds, header images, and so on, but also has its own web page design, including the contact form's design itself and all the other elements specific for that page.

Okoro and Ndinechi (2013) stated that webpage design competencies needed by secretaries include assessing software application, typing a HTML code, formatting a table in HTML, applying colour to a HTML element, ability to create a hyperlink, publishing a webpage on the internet, refreshing a webpage, print webpage document, using shared devices in a network and stop a web page. Secretaries should have a full command of a web design software application to improve the secretary online performance and utilize the internet for effective work performance.



The secretary has to be well equipped to meet the present challenges and the challenges of the future in a contemporary office. A confidential secretary is a person who is concerned with the preparation, preservation and transmission of different types of office documents as well as conventional secretarial duties of confidential nature at various levels in an organization. The skills demanded of confidential secretaries today, as the significant stakeholders in information processing and monitoring areas require emphasis on skills and knowledge for the use of modern information processing facilities (ICT). These facilities include word processors, data processing equipment, micro-computers, records management with its emphasis on paperless files and reprographics. It has become necessary to ask the question; how many higher institutions secretaries have been trained and retrained to become computer literate and ICT compliant so as to catch-up in incorporating these powerful ICT skills in their jobs in the offices? How many of the higher institutions secretaries even know what is required of them to acquire in terms of ICT skills for office work effectiveness?

ICT is seen as a way to promote educational change, improve the skills of secretaries and prepare them for the global economy and information society. ICT is used to improve delivery of and access to effective and efficient management of office and the organization as a whole. ICT tends to improve the understanding of the secretarial practice and functions, increase quality of secretaries work attitude thereby increase the impact of secretaries on the management of the office. While basically ICT based innovations can occur in secretarial functions, their linkage to office management is essential to achieve intended outcomes of an organization. As noted by Edwin (2008), the roles of secretaries in contemporary times have changed tremendously from the traditional roles. They have access to modern office technology such as the internet, intercom and fax. These technologies make work more easily. It is easier to send messages using telex, electronic mails, fax and telephones. He noted that the era of computers and information technology helps users to write, edit and send memos, letters and reports.

Nonye (2013) investigated the need for capacity building of secretaries in modern office technology concluded that secretaries should be abreast of the use of modern office technology and recommended the need for periodic training programmes to be organized for secretaries to update their knowledge on modern office skills. With modern office skills, words, sentences and paragraphs are manipulated. This is made possible using word processor. This makes possible all range of editing options applicable. This makes possibilities for deleting and inserting sentences before they



are printed. Designing of documents, filling of forms, retrieving information and finally printing have become simplified tasks.

Examining the effects of information and communication technology on the performance of public sector secretaries, Chukwumezie (2002) noted that the skills needed by secretaries to manage information on the internet are keyboarding skills, grammatical and communication skills, computer fluency, operating the telephone and surfing the web. In recent times, modern secretaries are exposed to high technology such as the internet which simplifies duties and enhance knowledge accessibility (Edwin, 2008). These technologies make it easier to send messages by fax, telex and electronic mails and there seems to be need for training and retraining on their uses.

Training is the process of modifying the knowledge; attitude and skill of a person through learning for enhance performance while retraining is the process of learning a new skill, often in response to a change in the work environment. According to Osuala and Okeke (2006), training involves providing employees with directed experience that enables them to be more effective in performing the various tasks that constitute their jobs. If effective, the training experiences result in changes in employee's attitudes, work habits, and performance. It is a means of building up skills through reading professional materials, attending conferences and workshops in order to perform excellently and to bring about high productivity in the work place. Re-training is a calculated attempt towards improving quality of an employee in terms of skills, knowledge and attitude with a view to obtaining qualitative and quantitative output from him. Re-training needs arise when workers or employees cannot cope with new techniques and innovations in their professional areas. Re-training is also required to be provided on regular basis to avoid personnel obsolescence due to technological changes, to remain efficient in the workplace and be equipped with the future needs of the organization.

Statement of the Problem

Technological advancement has modernized offices through the use of latest equipment and procedures. The challenges of new technologies and innovations demand from secretaries much greater responsibilities and improved performances on their jobs. Secretarial staffs have been described as the key personnel concerned with office information processing (Ezenwafor & Okeke, 2012). The essence of providing training and re-training for secretaries is to enable them develop



professionally; keep abreast on new knowledge and technology in their office procedures and operations. Employees' retraining in public establishment is considered expensive in terms of time and maintenance of staff during the programme. There is also managements' inability to recognize the training and retraining needs of their employees. The work force is generally under-tapped, underutilized and therefore falls short of its anticipated contributions to the realization of organizational goals. Tertiary institutions in particular deal with information processing to a very great extent and employ different categories of secretarial staff for the functions. Ezenwafor (2013) revealed that most secretaries do not possess relevant knowledge and competencies for the technology driven office of today.

These above stated inadequacies, if not properly addressed will result in poor performance, difficulty in attaining organizational goals and objectives, and lack of individual development and so on. These anomalies should urgently be corrected for the benefit of both the organizations and their staff members. It is therefore very significant to find out the online training and retraining needs of secretaries in tertiary institutions.

Research Questions

The following research questions guided the study:

1. To what extent do confidential secretaries working in tertiary institutions in Ondo State need training and retraining in electronic communication for their effective office work performance?
2. To what extent do confidential secretaries working in tertiary institutions in Ondo State need competencies in internet application for their effective work performance?
3. To what extent do confidential secretaries working in tertiary institutions in Ondo State need competencies in web page design for their effective work performance?

Hypothesis

H₀: There is no significant difference in the mean ratings of male and female confidential secretaries on the online training and retraining needs for effective work performance in tertiary institutions in Ondo State.

Method

Descriptive survey research design was adopted for the study. The population of this study covered all the 215 confidential secretaries in nine (9) public tertiary institutions in Ondo State (Source: Registry of various Institutions' checklist, 2016).



The entire population (215) was used because the size was manageable; hence, there was no sampling. The instrument for data collection was a 20-item structured questionnaire. The instrument was structured on a four-point (4point) rating scale of Highly Needed (HN), Needed (N), Fairly Needed (FN) and Not Needed (NN) with assigned weighted values of 4, 3, 2, and 1 respectively. The instrument was validated by two experts from the Department of Vocational and Technical Education and an expert in measurement and evaluation all from University of Benin, Benin City. The reliability of the instrument was determined by a test-retest measuring technique. The instrument was administered to 20 confidential secretaries in tertiary institutions in Ekiti State. Reliability coefficient of 0.94 was obtained using Pearson Product Moment Correlation. The questionnaire was administered personally by the researcher and two trained research assistants to the confidential secretaries in public tertiary institutions in Ondo State. Mean and standard deviation were used to analyze the data collected in order to answer the research questions and t-test statistical tool was used to test the null hypothesis at 0.05 level of significance.

Results

Research Question 1

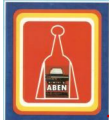
To what extent do confidential secretaries need electronic communication competence for effective work performance?

Table 1: *Extent to Which Confidential Secretaries Need Electronic Communication Competence or Effective Work Performance*

S/N	Items	Mean	Std. Deviation	Remark
1.	Check mails	3.50	.83	Needed
2.	Ability to identify unread messages	3.36	.83	Needed
3.	Applying techniques for saving new mail	3.50	.76	Needed
4.	Sending mails	3.60	.79	Needed
5.	Receiving mails	3.62	.74	Needed
Cluster Mean		3.52		

Source: Field work: 2017

Table 1 shows the extent to which confidential secretaries need *electronic communication* competencies for effective work performance. The table shows that the mean responses on the five items on *electronic communication* competencies ranged from 3.36 to 3.62. The standard deviation ranged from .74 to .83. The mean responses show that the respondents agreed that the five items on *electronic communication* competencies are needed for effective work performance.



Research Question 2

To what extent do confidential secretaries need internet application competence for effective work performance?

Table 2: *Extent to Which Confidential Secretaries Need Internet Application Competence for Effective Work Performance*

S/N	Items	Mean	Std. Deviation	Remark
1.	Accessing internet application software	3.62	.67	Needed
2.	Upload information into the internet	3.70	.61	Needed
3.	Download information from internet	3.72	.60	Needed
4.	Ability to identify appropriate application	3.60	.67	Needed
5.	To be able to move around application	3.50	.80	Needed
Cluster Mean		3.63		

Source: Field work: 2017

Table 2 shows the extent to which confidential secretaries need *internet application* competencies for effective work performance. The table shows that the mean responses on the five items on *internet application* competencies ranged from 3.50 to 3.72. The standard deviation ranged from .60 to .80. The mean responses show that the respondents agreed that the five items on *internet application* competencies are needed for effective work performance.

Research Question 3

To what extent do confidential secretaries need web page design competencies for effective work performance?

Table 3: *Extent to which confidential secretaries need web page design competences for effective work performance*

S/N	Items	Mean	Std. Deviation	Remark
1.	Assessing software application	3.36	.81	Needed
2.	Typing a HTML code	3.20	.78	Needed
3.	Formating a table in HTML	3.22	.80	Needed
4.	Applying colour to a HTML element	3.12	.91	Needed
5.	Ability to create a hyperlink	3.22	.82	Needed
6.	Publishing a webpage on the internet	3.43	.73	Needed
7.	Refreshing a webpage	3.20	.95	Needed
8.	Print webpage document	3.40	.76	Needed
9.	Using shared devices in a network	3.56	.70	Needed
10.	Stop a wep page	3.40	.76	Needed
Cluster Mean		3.33		

Source: Field work: 2017

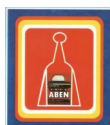


Table 3 shows the extent to which confidential secretaries need web page design competencies for effective work performance. The table shows that the mean responses on the 10 items on word processing competency ranged from 3.12 to 3.56. The standard deviation ranged from .70 to .95. The mean responses show that the respondents agreed that the 10 items on web page design competencies are needed for effective work performance.

Test of the Hypothesis

The data analysis for answering the hypothesis was carried out using t-test. The result is presented in Table 8.

Ho 1: There is no significant difference in the mean ratings of male and female confidential secretaries on the online training and retraining needs for effective work performance in tertiary institutions in Ondo State.

Table 8: Summary of t-test Analysis Showing Significant Difference in the Mean Ratings of Male and Female Confidential Secretaries on the On-line Training and Re-training Needs for Effective Work Performance in Tertiary Institutions in Ondo State

Test Variable	Grouping Variable (Gender)	N	Mean	SD	t. cal	Df	t. tab	Remark
Online Competencies	Male	57	139.14	16.05	1.199	213	1.96	Not Significant
	Female	158	136.13	16.35				

Source: Field work: 2017

Table 8 shows that t.cal (1.199) is less than t.table (1.96) at 0.05 level of significance. Therefore, the null hypothesis is accepted. Hence, there is no significant difference in the mean ratings of male and female secretaries on their computer based competences needed for effective work performance.

Discussion of Findings

Findings of the study showed that electronic communication competencies needed by confidential secretaries for effective job performance include checking mails, ability to identify unread messages, applying techniques for saving new mail. Others include sending mails and receiving mails. This finding agrees with Duniya (2011) who asserts that no confidential secretaries can perform effectively without adequate knowledge of electronic communication.



Findings of the study also revealed that internet application competencies are needed for effective work performance of confidential secretaries. The competencies include accessing internet application software, uploading information to internet, downloading information from internet, ability to identify appropriate application and ability to move around applications. The finding was in line with Buseni (2013) who stated that the rapidity of change in the modern technology as occasioned the use of computer to get adequate information through the internet which therefore becomes very imperative for confidential secretaries to be very knowledgeable in the use of internet application for effective work performance.

Findings of the study also showed that confidential secretaries need web page design competencies for effective work performance. The competencies include assessing software application, typing a HTML code, formatting a table in HTML, applying colour to a HTML element, ability to create a hyperlink, publishing a webpage on the internet, refreshing a webpage, print webpage document, using shared devices in a network and stop a web page. Okoro and Ndinechi (2013) supported this when they reported the urgency of training and retraining need in webpage design. The result of the hypothesis tested revealed that the opinion of male and female confidential secretaries in Ondo State did not differ significantly on the electronic communication, internet application and web page design competencies needed for effective work performance. This finding agrees with Chibuike (2013) who reported that electronic communication, internet application and web page design are specific ICT components needed for training and retraining of business education graduates for further development.

Conclusion

Based on the findings of the study, it can be concluded that electronic communication, internet application and webpage design competencies are needed by confidential secretaries for effective work performance in tertiary institutions in Ondo State. Therefore, it is expected that the confidential secretaries in tertiary institutions acquire these competencies for effective work performance.

Recommendations

The following recommendations were made:

1. Conferences, seminars and workshops should be organised from time to time for training and re-training of confidential secretaries on on-line networking technologies.



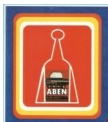
2. The government should provide the necessary and up-to-date ICT equipments and facilities for tertiary institutions to enable confidential secretaries to get acquaintance with the modern information management challenges.
3. Confidential secretaries should make personal efforts to update their online skills in order to be professional relevant and be up to date.
4. The school management should fund the on-line training and re-training of confidential secretaries in tertiary institutions for effective work performance.

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**BUSINESS EDUCATION AND INDUSTRIAL TRAINING FUND (ITF)
COLLABORATION FOR MANPOWER TRAINING THROUGH STUDENTS
INDUSTRIAL WORK EXPERIENCE SCHEME (SIWES)**

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Abstract

Over the years, Industrial Training Fund (ITF) through her Students Industrial Work Experience Scheme (SIWES) has contributed immensely in manpower training in the country. This is mostly to students studying relevant courses that demand the training. The purpose of the study was to investigate into the collaboration of business education and ITF through their SIWES programme, regarding manpower training in the country. A survey research was used to carry out the study. A four point Likert-type rating scale was used to collect data for the study. The population comprises of all the students of tertiary institutions that are reading courses that enable them go for SIWES. A sample of 120 students was picked at random for the study from university, colleges of education and polytechnics. 40 of the respondents were randomly picked from each of the institutions. Based on the responses gathered, it was discovered that there is a significant relationship between business education and ITF and also the SIWES programme embarked upon by ITF has tremendous effects on the students of business education. This has hitherto helped them in extracting various avenues that can make them become even self-reliant. This has also helped in developing skilled manpower in the country. It is also recommended that SIWES, Seminars and workshops programmes should be strengthened in business education to educate undergraduates and lecturers on institutions and industries collaboration.

Key words: Training, Industrial Training Fund, Manpower, Collaboration, Students Industrial Work Experience Scheme and Business Education.



Introduction

Vocational business education is a course that focuses on the preparation, development and training of students on skills towards managing personal business as well as engaging in public and private organisations. Business education according to Okoye (2013) in Udegbonam, Igomu, Enenchukwu and gbinoghdua (2018) could be divided into two namely education for business and education about business. Education for business according to Okoye provides professional training in method of business making, techniques in business making, tactics to attract clients and make profits, scheming ideas for profitable venture, appropriate attitude and behaviour of a good business man. Education about business on the other hand prepares individual 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, when to make best sales (increased overturn rate), when to make sales for increased profit, tricks in season forecast for good business making and self-conviction indicator about risk taking in business.

Business education as a vocational course is for preparing minds towards engaging into personal business (self-reliant) activities to end a fruitful living in the society. The goal of business education according Anao in Nwazor and udigbonam (2016) as quoted by undegbonam, Igomu, Enenchukwu of gigbinoghdua (2018) is the production of manpower that possesses the requisite knowledge, skills and attitudes for harnessing other resources and bring them into cooperative relationships yielding goods and services demanded by society for satisfaction of other wants and needs for national development.

According to Nwosu and Ojo (2014), manpower training is an activity which aims to improve and develop the attitudes, skills, and knowledge of employees in order to meet certain standards and organizational goal. The main goals of manpower training are: (i) to increase the average skill level of the force (ii) provide sufficient numbers of workers with the specialised skills necessary to meet future industrial needs.

Training motivates employees to work harder and to have a closer relationship between their efforts and performance. According to Nwachukwu as cited in Asaju (2008), a man who is trained has confidence in his ability to perform. He believes that he has control of his environment and is equipped to tolerate occasional



disappointments, frustrations and inconveniences. Manpower training increases the employees' belief that he knows what is expected of him regarding the job, the knowledge of which enables him to originate ideas as how best to carry out the tasks required of the job. For an organization to achieve its objectives there must be a continuous review of manpower training to ensure their effectiveness throughout the organization. It is also believe that a vast majority of new employees have not been prepared to perform the job they may encounter in their organization irrespective of the technical or professional education level. Therefore, there is a need for SIWES programme which introduce students at various level in tertiary institutions to embark on practical aspects of their classroom theory. According to Aroge (2012) there is the need for training and retraining of the workers to perform new jobs and adapt to changing technology. Training needs arise mainly from the problems that lack of training may have created. It is also needed because of transfer, promotion and changes in work schedules.

Business education and Industrial Training Fund (ITF) collaboration is the joint efforts between academic institution and the industry to create a smooth molding ground for students to acquire skills and knowledge of practical to world of work. It is against this background that Oviawe, Uwameiye & Uddin (2017) in Udegbunam, Igomu, Enenchukwu Igbinothodua (2018) remarked that, school industry collaboration is the partnership between formal education and industrial sector to create an enabling environment for students to acquire hands on experience knowledge, skills and appropriate attitude to world of work. Within communities are industries that have a highly skilled workforce of production, functional facilities and raw materials that could be very useful in the practical training of business education students. These industries through collaboration with schools could be made to meaningfully contribute to the training of students in appropriate skills that relate to their areas of interest.

Jim (2017) in Udegbunam, Igomu, Enenchukwu and Igbinothodua (2018) noted available programmes in business education that needed school-industry collaboration to include SIWES, organization of school-industry liaison offices, skill acquisition programmes for students, special skills training/retraining for lecturers, curriculum planning and review, research collaboration and agents, scholarship to technical education students and among others.



Asele (2013), adding value to all citizens of Nigeria, specially the youths. For students of the tertiary institutions, the ITF helps in their smooth transition from school to work place by exposing them to the practical aspect of the theories learnt in the formal setting. This is done through the Student Industrial Work Experience Scheme (SIWES) which is a training programme designed to expose and prepare students of universities, polytechnics and colleges of education for the industrial work situation they would likely meet after graduation. Asele (2013) also disclosed that the Industrial Training Fund initiated SIWES in 1973 and it commenced in 1974 as part of the vision of the fund to expose students to on-the-job experiences while still in school. Such exposure would prepare them to better fit into the industrial work experience after graduation.

No wonder, Agboola and Ademiluyi in Ademiluyi and Ademiluyi (2018) remarked, evidence abounds that Students Industrial Work Experience Scheme has had salutary effect on student personality, comportment, knowledge and experience. They further stated that SIWES represents the students' first real exposure to the real nature of his career, with all its intricacies, detours, opportunities and challenges. The training received during the internship is expected to enable the student have real life experience which can make him a better learner and a more seasoned professional.

Oriazowanlan and Umunna (2012), Bupo and Okiridu (2017) and Shaibu (2010) explained the objectives of the Students Industrial Work Experience Scheme (SIWES) as reported in Information Guidelines include: To provide opportunity for students to supplement the theoretical learning with practical activities in their various disciplines; To expose and prepare students for industrial work situations they are likely to meet after their graduation; To expose students to work methods and experiences in handling equipment and machinery that may not be available in their various educational institutions; To enlist and strengthen employees' involvement in the entire educational process of preparing students for employment in industry; and assessing the pedigree of students available for job opportunities in the future; To prepare the students for a business career by merging their analytical power with self-reliance thereby bridging the gap between theory and practice as well as making transition from school to work easier.



Statement of the Problem

The SIWES programme have great impact on manpower training as compulsory course of study in business education department and other related courses in Nigeria. It is expected that Business Education undergraduates would acquire relevant manpower training (skills) that will enable them became successful worker after graduation. But, a wide gap seem to exist in the expectations and perceptions of academic institutions and the labour markets this may be as a result of poor understanding of the indices of collaboration. Uwalaka in Iwuoha and Peters (2019) noted that many graduate from Nigerian institutions are not qualified for employment in the world of work. This is linked to lack of practical experiences caused by insufficient facilities as well as poor communication between school and industries. This trend creates doubts as to whether business education graduates possess/acquire required training to successfully engage in the world of work. Thus, this study examine, the extend Business education and Industrial Training Fund (ITF) collaboration for manpower training through Students Industrial Work Experience Scheme (SIWES) towards manpower development.

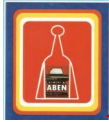
Research Questions

The following questions are posed to guide the study:

1. What is the relationship between business education and ITF SIWES programme?
2. What is the influence of SIWES on business education students as it relates to manpower training?

Method

A survey design was used in the study. The study looked into the opinions/views of students concerning Business Education and Industrial Training Fund collaboration for manpower training through students industrial work experience scheme. The population for the study included all the students in tertiary institutions who are qualified by the virtue of their courses to embark on SIWES programme. The sample of the study included 120 students picked from University, colleges of education and polytechnics. This shows that forty (40) of the students from each of these institutions were picked at random and used as respondents for the study. To answer the research questions, a structural questionnaire comprising seven (7) items was used for data collection. The population of the study consists of 120 students drawn



from Federal College of Education, Pankshin, Plateau State Polytechnic, BarkinLadi and University of Jos in Plateau State. 40 of the respondents were picked at random from these institutions as samples of the study.

This is a survey research and the questionnaire is a four point likert scale used for collection of data for the study. The likert scale consists of the points as follows: Strongly Agree (SA), Agree (A), Strongly Disagree (SD) and Disagree (D), representing 4, 3, 2 and 1 respectively. A mean score of 2.5 and above is upheld and accepted, while a mean score of below 2.5 is rejected.

The items in the likert scale below were extracted from the research questions that guide the study. The likert scale is as shown below.

Table 1: *Opinion of Business Education undergraduate students on Business Education and Industrial Training Fund collaboration.*

S/N	Items	SA 4	A 3	SDD 2	DSD 1	Mean
1	Business education has practical courses that need training.	80	15	15	10	3.37
2	Collaboration of business education and ITF yields good result and motivates performance.	70	15	20	15	3.16
3	Business education has relationship with SIWES programme.	60	20	25	15	3.04
4	SIWES programme motivates students to study harder and extract ideas for self-reliance.	40	30	10	40	2.58
5	Business education students benefits from SIWES programme.	50	30	15	25	2.87
6	SIWES programme has effects on business education students.	30	30	30	30	2.50
7	Business education and SIWES programme expose students to various fields of office work as they put theories into practical.	55	30	20	15	3.04

Discussion of Findings

The mean responses of the respondents were from 2.5 and above and were all upheld and accepted. In research question 1, there is a significant relationship between business education and ITF SIWES programme. In research question 2, the mean scores were also from 2.5 and above and were all upheld and accepted. This shows that SIWES programme has effect on business education students as it relates to manpower training. From all indications, the SIWES programme embarked upon by the students of business education help in exposing the students to various spheres of



office work. This also expose them to managerial skills that can enable them become self-reliant and put extra efforts in their work places, or even establishing their businesses using the managerial skills at their disposal.

Conclusion

The study has revealed that there is a significant relationship between business education and ITF. The presence and involvement of SIWES in seeing to students' industrial attachment is quite commendable. It has great effect and impact on the students. This is because it makes the students of business education to have a wider exposure on the managerial skills and requisite knowledge and ideas expected. The collaboration has helped in widening the scope of manpower training in the country and has equally motivated the students and also staff in enhancing productivity in the country. This has corroborated with the opinion of Aroge (2012) who stated that training and development help to ensure that organizational members possess the knowledge and skills they need to perform their jobs effectively, take on new responsibilities and adapt to changing conditions, which has help in building skilled manpower to man various sectors of Nigerian economy.

Recommendations

The following recommendations are proffered for business education and Industrial Training Fund (ITF):

- 1) Business education and Industrial Training Fund (ITF) collaboration should be strengthened, thus, increasing manpower training through practical skills in industries.
- 2) SIWES, Seminars and workshops programmes should be strengthened in business education to educate undergraduates and lectures on institutions and industries collaboration.

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BUSINESS TEACHER EDUCATION: ROLES, ISSUES, AND CHALLENGES FOR ENHANCING SUSTAINABLE DEVELOPMENT GOALS

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Abstract

Many of the challenges facing humankind, such as climate change, water scarcity, inequality, hunger, poverty, lack of good health are critical this time due to nation's population growth and global competition. As a result, organizations, societies and individuals are looking for a way out of environmental, social and economic problems. Sustainable development thus emphasized on how to protect ones environment, securing economic development, social equity and justice. A skill oriented programme such as business teacher education programme can be relevant to promote sustainable development goals and targets. This paper highlighted current issues and challenges in business teacher education that could help educators and students to become bold leaders and innovative thinkers now and in the future. Roles of business education in enhancing sustainable development goals, and investing in the future of business, individuals and societies at large were discussed. Conclusions were drawn based on these and the paper proffered some recommendations that potentials of Business Teacher Education, if accorded proper status by our government and other stakeholders, can help to promote these targets of sustainable development towards 2030 agenda. Improvement also should be made on the quality of business teacher education programme delivered by our tertiary institutions in order to produce high quality graduates into the current global market.

Keywords: Business Teacher Education, Sustainable Development, Skilled Oriented Programme

Introduction

Business education covers a wide range of spectrum of economic life activities in any society, and also refers to the pedagogical and desirable business competencies necessary for self-employment or being employed with a view to make the recipient self-reliant (Amesi, 2010). Business education includes education for an office



occupation, distribution and marketing occupation, accounting, business teaching, Office Technology and Management, business administration and economic understanding. Its relevance was not only to personal life but also to national economic growth and sustainable development. Several definitions of business education exist, Amesi and Nnadi, (2015) stressed that it encompasses knowledge, attitudes and skills needed by all citizens in order to effectively manage their personal business and economic system and advancement in a broad range of business careers. In this regard, it is necessary to state that business education means education for business or training skills, which are required in business offices and clerical occupation. Olaleye (2012) opined that business education has been set aside as a programme for sustainable development and growth due to its contributions to the nations.

Origin and Concept of Sustainability Development

The term 'sustainable development' first appeared in an official document signed by thirty-three African countries in 1969, under the auspices of the International Union for Conservation of Nature (IUCN). In the same year, the Environmental Protection Agency was set up in the United States whose guidelines have had a huge impact on developing theories and practice in global environmental policies. The law that constituted the NEPA (the National Environmental Policy Act from 1969), defined sustainable development as: 'economic development that may have benefits for current and future generations without harming the planet's resources or biological organisms'. Sustainable development means the all-round development of an individual. According to International Institute for Sustainable Development (2018), sustainability is development that satisfies the needs of the present without compromising the ability of future generations to meet their own needs, in a bid to find solutions to globalization and population growth problems. There is a Sustainable Development Goals (SDGs) which are a global agenda, adopted by countries since 2015, with a vision of ending poverty, protecting the planet and ensuring that all people enjoy peace and prosperity. Thomas (2019) opined that sustainability strategy is the integration of economic, environmental and social aims into business goals, activities and planning, with the aim of creating long-term value for the firm. Sustainability strategies are formulated to protect enhances and sustains the natural resources to meet the future needs. The report produced by a commission led by Doctor Gro Harlem Brundtland uses the term 'sustainable development' as we



understand it today for the first time. In reality, it came about due to the overriding need to study and identify the impact human activity has on the environment, something completely necessary and which does date back to some years earlier. Thomas Malthus published his 'An Essay on the Principle of Population' where he set out his famous 'theory of population'. This theory states that the population tends to grow quicker than resources. This is true today in an overpopulated world where resources are exploited ever further. The planet has no time to regenerate.

Strategic Plans of Sustainability Development

The 17 global strategic plans or goals of sustainability development were as listed from the United Nations DESA Knowledge Platform (2018) websites as follows:

1. No Poverty: To end poverty in all its form everywhere
2. Zero Hunger: To end hunger, achieve food security and improved nutrition and promote sustainable agriculture
3. Good Health and Well-Being: To ensure good health, lives and promote Well-being for all at all ages
4. Quality Education: To Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all
5. Gender Equality: To achieve gender equality and empower all women and girls
6. Clean Water and Sanitations: To ensure availability and sustainable management of water and sanitation for all
7. Avoidable and clean energy: To ensure access to affordable, reliable, sustainable and modern energy for all
8. Decent Work and Economic Growth: To Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all
9. Industry, Innovation and Infrastructure: To Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation
10. Reduce Inequality: Reducing Inequality within and among Countries
11. Sustainable Cities and communities: To make cities and human settlements inclusive, safe, resilient and sustainable
12. Responsible Consumption and Production: To ensure sustainable consumption and production patterns



13. Climate Action: To take urgent action to combat climate change and its impacts
14. Life Below water: To conserve and sustainably use the oceans, seas and marine resources for sustainable development
15. Life on Land: Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss
16. Peace, Justice and strong Institutions: To promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.
17. Partnership for the goals: To strengthen the means of implementation and revitalize the global partnership for sustainable development, and capacity building, trade, systemic issues, multi-stake holders' partnership, data, monitoring and accountability.

The Chairman of ACCIONA Social Networks (ASN) (2019), one of the largest business networks based in Europe summarized above 17 goals to read the following. That these goals are interrelated and that often the key to one's success will involve the issues most frequently linked to another. This writer linked these goals as it is related to business education programme for sustainability:

1. Eradicate poverty and hunger, guaranteeing a healthy life: One of the most crucial challenges facing humanity in all nations around the world is hunger and poverty. Global goals from the United Nations calls to address this great challenge, to ensure everybody enjoys equals opportunities to live a better life without compromising our planet (ASN, 2019). It has been the responsibility of business teacher education to fix this character and culture of sustainable development into the learners. Technology, accounting, management and marketable skills and competencies were being imparted to make them relevant in the society, become owners of businesses and to be employable all to live a better lives.
2. Universalize access to basic services such as water, sanitation and sustainable energy: Business education is involved in creation of societal value by reducing externalities of production (Thomas, 2019). Taught conservative skill, waste management and management of human, material resources skills, Communication skill, Collaborative learning skill. A good

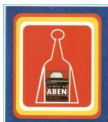


business educator would learn how to conserve and keep his/her environment clean, though the improved and better skills of acquiring these can be integrated from sustainability development targets.

3. Support the generation of development opportunities through inclusive education and decent work: Business education has been education for business and about business. Business education programme has been promoting job creation, local culture and products through entrepreneurship skill.
4. Foster innovation and resilient infrastructure, creating communities and cities able to produce and consume sustainably: Business education teaches and encourages how to produce raw materials and maximize energy efficiency using fewer resources and generate lesser waste through entrepreneurship courses (Thomas, 2019).
5. Reduce inequality in the world, especially that concerning gender: The nature and principle of business education programme accommodates special and differential treatment. Business education ensures equal opportunity to reduce inequalities outcome. They promote social, economic and political inclusion of all irrespective of age, sex, disability, race, origin or ethnicity.
6. Care for the environment combating climate change and protecting the oceans and land ecosystems: Business education has been designed and developed to identify with entrepreneurship, innovation and leadership to allow creativity in everything it represents.
7. Promote collaboration between different social agents to create an environment of peace and sustainable development: Business education programme teaches significantly how to reduce all forms of violence and related death so as to progress in life-long business opportunities. That is why they teach customers orientation and that customers are always right. Business education develops and encourages effective, accountable and transparent skills at all levels of education.

Issues in Business Teacher Education in Nigeria

According to oxford Advanced Learners dictionary, issues are discussed topics that are neither here nor there, topics that were seriously argued upon and each discussant



will defend his/her opinion. There are a lot of issues relating to business teacher education programme in Nigeria among which are:

- a) There is the issue of phasing out shorthand in Business Education Courses. Business education has now undergone rapid transformation, moving from working in their age-old traditional role of taking notes in shorthand and transcribing on manual typewriter to a new and multiple roles of using electronic, computer and recording devices. As a result, it has been an issue in business education, whether it is appropriate to phase out shorthand completely or to make it an elective course of study for learners. The technological advancement had gone global. Backwardness in technology in Nigeria is responsible for the economic vicissitudes of the country. American Association of Secretaries (2014) and Norris (2008) opined that advancement in office technology and new management styles have brought about changes to the office environment. If business teacher education programme is to enhance sustainable development, students must be imparted with modern technology skills to allow them compete with other graduates in the market now and in the future to avoid unemployment for business educators. Linus (2018) wrote that, the UK Government has recognized four objectives for sustainable development which are, progress and equality, environmental protection, conservation of natural resources and stable growth. Having shorthand knowledge can help educators in keeping and maintaining secret diaries but should not be part of the core course in business education.
- b) Some higher Institutions in Nigeria now decided to operate teaching and learning of business education with no options. This field of study offers every individual an opportunity to develop those abilities, skills and understanding of the vocational opportunity available. Olabisi (2018) argued that importance of business education programme cannot be over-emphasized. She added that to meet the needs of the society, the National Policy on Education should de-emphasize our liberal education system for the utilitarian type of education. In recognition of this, Business Education programme was incorporated into our educational system right from the junior secondary school level for a gradual skill development and competency. The fact that business education covers a wide range of business activities such as office technology, marketing, accounting, economics and management demands areas of specialization to maximize its



objectives. Kamel (2019) argued that if business education or business schools cannot educate students to be employees of choice or self-employable with the desire to create, innovate, expose them with practical tools, connecting them with venture capitalists and with diversified background, there would be difficulty for their graduates competing in the market place.

- c) Of recent, it has also been an issue in business education that traditional typewriter should be discouraged in tertiary and higher Institutions and computers desktops or laptops should be used for teaching and learning. Business education is that form of education which emphasizes the development of occupational skills needed as preparation for work. Using old arcade machines for teaching current graduates will not help students. Our tertiary institutions must strive to be current to give graduates marketable skills. In an article published by the Environmental Professionals Networks (2014), business education should design new curriculum, shifting to sustainable way of delivering lectures to promote Sustainable development.
- d) Should Business Educators and Students participates in Business Education curriculum planning and development or be excluded. In Researcher's opinion is YES. This is because they know much about the actual particular areas to be included as learning experiences in diverse business studies subjects and curriculum principles, models and process. Orientation receives by learners should be beyond fundamental or elementary skills. It should rather cut across challenges facing humanities. Haski-Leventhal (2015) stressed on doing all things to promote sustainable development goals. He further said that SDGs is a big agenda that government alone cannot solve without businesses, enormous resources, power and knowledge assistance.

Challenges of Business Teacher Education

Business teacher education challenges can be best addressed through integration of sustainable development strategies that cut across all disciplines. This is the only way we can change our unsustainable ways into more sustainable outcomes, in order to balance our economic, environment and social prosperity now and in the future.

- Lack of Qualified and Experienced manpower. Okon, Mattew, Bassey, and Ukut (2014) affirmed that inadequacy of skilled and experienced manpower



contributed to business education problems, most especially in the western region Nigeria Universities where it was of recent introduced. These and many more contributed to why they are using related Lecturers to teach business education students since there is shortage of qualified manpower both at secondary and tertiary levels of education, but more pronounced at the tertiary level. Non availability of qualified teachers will hinder above roles from being imparted into educators. Most especially in the area of specialization, business educators are skilled expertise in the maintenance and management of natural, human resource and social issues. A business educator is aware of consequences of over-production of unwanted products that could lead to environmental degradation. Likewise sustainable development encourages conserving and enhancing resources base. All these skills will be missing through an unskilled manpower teaching current students.

- Lack of parental interest. Most parents refuse to cooperate with their wards to study business education, claiming the general perception that business education is meant for individuals who are academically less endowed. If student eventually constraint themselves to study business education, inability of parents to buy necessary study materials for the course of study is another qualms. With the advent of sustainable development trends, all parents should be advised to expose their wards into the value of studying business education.
- Successive government and other major stakeholders have been handling business education programmes with levity (Edokpolor & Owenvbiugie, 2017). Lack of government support for business education is the factors hindering improvement in business education.
- Inadequate funding: Funding is one major problem in business education due to the fact that the course of study is a capital intensive programme that requires a lot of money for procurement of gadgets, equipment, machines and infrastructures. All requires capital intensive.

Roles of Business Education in Sustainable Development

Al Marashi, (2017) confirmed how the private sectors and individuals can play an influential and crucial role in alleviating poverty through SDGs. She expressed her opinion that while governments will have to take the primary responsibility for financing SDGs implementation, it will not be enough for them to do without other



stakeholders' involvement. It is something that the UN too has highlighted many a time. Business Education Programme, if it is well implemented can enhance sustainable development through reduction of the country's overwhelming dependence on donors for development needs. These goals and targets are universal, meaning they apply to all countries around the world, not just poor countries. Reaching the goals requires action on all fronts governments, businesses, civil society and people everywhere all have a role to play. This tallied with the statement made by China, Lilly and Igbemi (2017) that sustainable development is all about improving the lives of people. Business Education programme is in line with SDGs training to impact marketable skills and competencies.

In the writer's opinion, the roles and relevance of business education in promoting sustainable development in the nations cannot be over-emphasized. This is because of its potentials and capabilities of equipping students, educators and society at large with relevant skills for self-employment and be employed. It is therefore in conformity with the affirmation made by ABEN, (2017) that business education can be a major instrument for national development since it promotes industrialization. Nevin, (2008) addresses the role of education in business in achieving sustainable development. He further emphasized that changes in knowledge, skills, values and attitudes will enable a more sustainable and equitable society. As business education aims to empower and equip students to be useful in the society, sustainable development goals aims to meet both current and future needs of the society using a balanced and integrated approach to the economic social and environmental dimensions (SDGs, 2013); Storey et al (2019). This research topic will add to knowledge by let loose importance and roles of business education programme for sustainable development. Thus, the roles of business education in sustainable development as proffered by Storey et al. (2019), Ghoshal (2005), O'Toole and Bannis, (2009), Guteress (2017), and Thomas (2019) were as follows:

1. Business education teaches and encourages the usage of different modern office technologies; this is in support of quality education. Sustainable development encourages quality education that develops skills of technology usage at all levels of education.
2. Business education role in marketing option teaches how to maximize materials and energy efficiency, using fewer resources and generate lesser waste, emissions and pollution. This will reduce environmental impacts and increase organizational resilience to facilitate sustainable development.

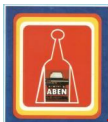


3. Part of Sustainable target is how to protect ones environment, securing economic development and social equity and justice. Business education create value from waste by teaches how to reduce pollution and costs in production that need processing or dumping into the environment.
4. Business education requires support in form of assessment method, pedagogical approaches, student engagement, teaching resources and curricula. They should design curriculum that would go beyond incorporating current issues, knowledge and skills, but focusing more on developing students' abilities to critically think and make ethical decisions in a range of circumstances, to future-proof their education along the sustainability dimension.
5. Business teacher education ordinarily addresses element such as attitudes, beliefs and values. To perform as an agent of change and as an activist expert catalyst, Visser and Crane (2010) suggested an individual student must be motivated through essential facilitators. This is because; sustainable development is beyond usual skills and knowledge currently imparted. If this orientation is imparted on the educators, it would further allow them to build their own relationship around sustainability in future.
6. It should be the role of business educators to engage with other disciplines to sustain development. This could take their students outside slim understanding of what sustainability means (Storey et al, 2019).
7. Ghoshal (2005) suggested that professionals and educators in business education need to find means of interpreting their own field-specific expertise to be accessible by other field and yet acquiring new knowledge. This would help to minimize any misalignment between bad management practices and field of education.
8. To further build students accountability principles, stewardship and good-government, O'Toole and Bennis (2009) affirmed that shared understanding, responsible leadership and innovative needs to be developed in student for future sustainability. Ghoshal suggested by so doing would help students to understand the norms in one's field in order to contribute to sustainable development now and in future.
9. Storey et al. (2019) admonished business schools and business education that are in charge of building future educators and leaders that there are ranges of



partnership organizations and networks coalesced through sustainable development meant to provide for them. He claimed they are working to promote responsible management education across the six continents to connect purpose, values, research methods, and dialogue for business education. It is therefore the role of business educators in Nigeria to research and enjoy the facilities provided through these organizations for sustainable development. He mentioned some of such groups as United Nations Sponsored Principles for Responsible Management Education (UN PRME); the Globally Responsible Leadership Initiative (GRLI); The Global Business School Network (GBSN); The Academic of Business in Society (ABIS); and the Environmental Association for Universities and colleges (EAUC).

10. To further cement sustainable development, it is the role of business education graduates to be well-positioned to the social, environmental and economic changes around them. They should combine schools strategy with teaching and research in related areas.
11. To be Self-employed and empowerment are easily made available through business education programmes as it contributes to high rate of self-reliance, creativity and competitiveness among the citizens of a nation. This was more emphasized by sustainable development to reduce poverty in the society.
12. Impartation of skilled knowledge of public human relation has been the fundamental issues in business education. This teaches customers' orientation and sustainability, to keep the business rolling. This secures economic development as maintained by sustainable development.
13. Business education teaches neatness, cleanliness and punctuality as the sole of business. A business educator is fits into all disciplines. The realization through sustainable development of a goal that society cannot live in a healthy society with so many environmental degradations begins with business education programme.
14. In the opinion of Onajite, (2016), business education is considered to be one of the crucial vehicles for social equity as well as sustainable development if it is accorded proper status by the government and other stakeholders.
15. Business education is rooted in Vocational Education with specific mandate of providing skills, attitude and competencies required for successfully promoting and administering business enterprises.



More on Promoting Sustainable Development

Some other things business education programme can do to promote sustainable development apart from the above roles mentioned are listed below. Since Sustainable development goals are a big agenda that government alone cannot solve without businesses input, business education should focus on how to integrate greatest challenges that faced humanity into their curriculum. Of such challenges are misery and war, poverty and hunger, unfairness and inequality with the aim of putting an end to it (Leventhal, 2015). The following therefore speaks for itself as proffered by The Environmental Professionals Networks (2014):

1. Due to technology improvement, existing products from conventional methods must be improved upon by individuals. Sustainable products were made cheaper, better and available over traditional products in the market. Business educators that wish to become owners should recognize the trends by delivering good and quality services, all to wipe out poverty and make standard of living affordable to humanity (EPN, 2014).
2. New methods of doing business or teaching business education must be researched by educators. They must not lack the knowledge or technical abilities for researching new methods. How to impart new skills of purchasing practices in a sustainable method must be known by teachers and students.
3. To develop or add skills of practicing how to plant vegetables in the backyard garden has many benefits without using chemicals or pesticides. By recycle kitchen waste as fertilizer, this could help exercising the body and maintain good health and environment (EPN, 2014).
4. African mentality of driving car always should be discouraged through new curriculum. Doing this will promote and sustain good health boarding buses to offices once in a while. It can as well reduce transportation costs of buying fuel, carbon emissions from the car which has great impact on the air quality receives in our cities.
5. Students and educators should learn to search for the supporting organizations that are more dedicated to sustainability. This can help making big difference in our local communities, society and environment (EPN, 2014).



Conclusion

Based on literature review, the realization of aims of business teacher education in a global world largely depends on how much some challenges are urgently tackled by the Association of Business Educators of Nigeria (ABEN), to enhance sustainable development goals, such as unqualified teachers; use of obsolete technologies for teaching and learning; under-utilization of computers; poor funding and finance and graduate competencies. Despite all these challenges encountered, roles of business education programme, now and in the future are highly relevant as an unbendable tool to promote sustainable development goals and targets. Osuala (1996) affirmed that the major mandate of business education is to produce manpower that is needed in a modern business offices and teachers that would be able to inculcate quality vocational education aspects of business education into the society. They equally have lots of duties to perform as the direct tutor and mentor of future leaders that form the societies. The concept of sustainable development had been established years back to relate humanity's development with the need to manage resources in the best way possible. These common goals as defined by the United Nations requires active involvement by governments, businesses, civil society and people everywhere, all have an important role to play.

A good business educator that possesses essential life training will have sound personal finance and money management training that could bring higher profit for the sector where they are employed or self-employed; thereby sustaining the industries to be well established in order to reduce unemployment, poverty and then enhancing economic growth. Specifically, since United Nations Sustainable Developmental Goals and Targets meant to equip graduates with vital skills to end poverty, and promote well-being of people, reduce pollution of environment through wastages, thus individuals, society and nations standard of living would be improved. These can no doubt create great awareness of business education programme and encourage the Federal government to fund and improve its curriculum to reduce problems of business education in our nation Nigeria.

Recommendations

Based on the above, business education programme can be of great importance for improving sustainable development goals if some challenges faced are solved and students, individuals, educators, society and nations were provided with needed manpower to be self-employed through small scale businesses. Therefore it is recommended that:



1. Realizing the Sustainable Development Goals through business education programme by individuals and society at large will help improve the environment for doing business and building markets.
2. Since development in materials, mental, psychological, physical, institutional and organizational innovations are such a positive growth in knowledge, skills and attitudes for a nation, business education should be made compulsory in all tertiary institutions thereby creating more awareness for the programme and problems of lack of funds and instructional materials could be resolved in tertiary institutions.
3. More business education teachers and lectures should be recruited by the Authorities to strengthen the teaching staff.
4. Issues such as functional equipment, computers, and modern IT services, virtual and online libraries should be provided to enhance proper and better training for sustainability.
5. Business education department should maximize their contributions towards achieving the SDGs, and also capitalize on the business opportunities in updating curriculum development and implementation.

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