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ORGANIZING AND MANAGING BUSINESS EDUCATION IN NIGERIA

Professor Christian A. Oduma

oduma.obijiofor@gmail.com

Department of Business Education,
Faculty of Education,
Ebonyi State University, Abakaliki

Abstract

The world today is challenged with high motion of knowledge explosion giving rise to new dimensions of thought among scholars in all disciplines. There is no area of human endeavour that has not been affected by the current challenge of knowledge explosion and technological advancements. This phenomenon has further challenged tertiary institutions' administration in their effort towards adopting best practices in organizing and managing knowledge instruction and learning. Business education is not left behind in the current challenges. Thus, this package focuses on organizing and managing business education with special affinity to business teacher education and training, business studies at basic education level, professionalism in business education, and work skills acquisition in Business education. The discipline of Business education has been conceived in this paper as a course of study that enables its recipients to acquire basic knowledge, attitudes and work skills required for business office routine functions like: creating and keeping records of accounting and marketing transactions, entrepreneurial exploits and business studies pedagogy. The paper briefly conceived the concept and academic components of business education, the administrative and academic functions involved in organizing and managing business education. The various bodies involved in organizing and managing business education were equally discussed. To capture the direction suggested in the title of this paper it further discussed organizing and managing business teacher education and training, business studies at basic education level, professionalism in business education as well as skills acquisition in business education. The paper also uncovered the challenges of organizing and managing business education in Nigeria and drew up a conclusion that the task in organizing and managing business education is not an easy one since it involves bodies and functions that are critical to the growth and development of business education and business educators in tertiary institutions. Finally, the paper recommends among other measures that business educators should remain committed in the discharge of their employment responsibilities, and function with good inter personal relations in support of business education leadership and their employers at alltimes.

Keywords: *Organizing, Managing, Business Education, Teacher education, Basic education, professionalism, skills acquisition.*

Introduction

Business education has been variously described by scholars in the discipline Idris (2016) noted that business education includes education for office occupation, distribution and marketing occupations, business teaching, business administration and economic understanding. In line with this definition, Nwosu (2003) posited that business education is education FOR and ABOUT business; with the primary purpose of preparing individual recipients for gainful employment in business occupations, whether paid employment or self-employment the emphasis is on exposure to and acquisition of knowledge, skills and attitude relevant and adequate for employment in specific business occupations. Shehu (2013) noted that business education is a programme of studies which aim at creating awareness in business occupations, preparing beneficiaries to be better citizens, better consumers of goods and services, and intelligent business teachers. Business education enables its recipients to acquire basic knowledge of business and the economy; acquire office occupational skills



and basic entrepreneurial knowledge. The above discussion shows that business education is one of the vocational education courses aimed at equipping its beneficiaries with skills and competences needed to secure employment in business organization offices or to be self-employed.

Business Education houses four academic programme components as follows:

- i. **Accounting Education Option:** Aniagor (2016) noted that the accounting education option of business education focuses on the preparation of intelligent graduates who will possess sufficient knowledge in accounting principles and practice, and who will be competent to impart accounting knowledge to others.
- ii. **Entrepreneurial Education Option:** The entrepreneurial option of business education also focuses on enabling the recipient to be entrepreneurially conscious, be able to survey any given environment and visualize the type of business that could successfully thrive in the environment. The Entrepreneurial option also prepares the beneficiary to be able to explore business opportunities and be able to pool resources together to pursue the opportunity (Okoye2016).
- iii. **Marketing Education Option:** The marketing education option of business education is designed to ensure the preparation of well-informed business education graduates who will be capable of exhibiting intelligent behaviours, conduct and knowledge in all forms of exchange transactions involving requisition, purchases, containerization, store and stock keeping, and salesmanship. The marketing education option is a lucrative discipline especially in considering the unemployment situation in our society today (Adibe, 2018). The marketing option is entrepreneurial oriented and can spur one to be entrepreneurially inclined.
- iv. **Office Technology and Management Option:** The office technology and management focuses on grooming the beneficiaries who will specialize in the study, and be able to use and apply modern office electronic equipments in the discharge of office functions. The programme exposes its recipients to the use of modern office technologies in carrying out office information related tasks. The office technology and management (OTM) is focused on the preparation of graduates who are well informed in office routine functions, office technology and office management and administration in both the private and public organizations (Dimelu,2018).

Organizing and Managing in Business Education

Osagie (2017) asserted that organizing and managing business education involves careful process of handling all the academic and administrative functions and activities of business education in order to achieve its pre-determined goals as a department. The realization of the goals of business education is a Herculean task of business educators in institutions where business education is offered either as a department or as an academic programme.

Ericson (2018) noted that organizing and managing academic discipline such as business education involves the determination and coordination of the administrative and academic instructional roles, activities and functions that guarantee the smooth operations of business education discipline; it involves the development of the beneficiaries, well equipped with the knowledge, attitudes and performance skills expected of business education graduates in the present day technological driven world. The administrative tasks involved in managing business education include:

- a. Keeping with established standard, rules and regulations
- b. Securing staff with requisite knowledge and performance skills.
- c. Stimulating staff interest and cordial work relationship
- d. Division and definition of functions, provision of work materials, and provision of conducive work environment.
- e. Admission of qualified candidates into the programme
- f. Strict observation of hierarchy of authority.

On the other hand, the academic instructional functions involved in managing business education include:



- a. Ensuring the design of marketable academic programme
- b. Ensuring that good hands i.e. business educators are engaged for instructional purposes
- c. Clear work division and allocation of instructional functions.
- d. Playing to standard and maintaining quality instructions.
- e. Performance teaching supervision and evaluation of instruction and students learning
- f. Availability of needed materials and facilities for instructional purposes

The above administrative and academic instructional roles involved in organizing and managing business education are inter-related and inter-woven. They are much dependent on each other and serves as the hub for the smooth operations of business education in tertiary institutions.

It is pertinent that we further conceive organizing and managing in business education to imply a process of defining and sharing work responsibilities among business education work-force in order to ensure that they work cooperatively and in cordial relationship with one another towards achieving business education goals (Jefferson 2015). In organizing and managing education the following activities will be considered important

- a. Availability of the required workforce with the requisite job skills
- b. Establishment of objectives to be achieved.
- c. Identification of activities to accomplish objectives
- d. Establishment of rules and regulations guiding performance
- e. Provision of needed resources for the performance of the work
- f. Ensuring that each group leader is given the authority to control others
- g. Ensuring that the group maintain adequate work cohesion and that they cooperate with one another (Jefferson,2015).

Osagie (2017) further noted that for all heads of academic discipline to be fit for academic functions of organizing and managing, the scholar should:

- i. *Be Academically Sound:* in the specific/discipline in question
- ii. *Be Mentally Fit:* This implies the ability to understand and to learn, the possession of mental vigor, judgment and adaptability
- iii. *Be Morally Sound:* Possession of physical energy, firmness, willingness to accept responsibility, initiative, loyalty, tact and dignity
- iv. *Possess Verifiable Academic Background:* That is, the fellow must be intelligent and sound with verifiable academic qualifications.
- v. *Be Technically Skilled in the Field:* That is, the fellow must possess work skills peculiar to the field of business education
- vi. *Possess Wide Spectrum of Academic Leadership Experience:* Possession of wealth of experience in instructional delivery, instructional supervision and curriculum design. Imegi (2016) also pointed out that a good administrator in the field of business education must possess: sound physical health, adequate mental ability, moral integrity, sound general education and specialized technical skills in the broad and specific fields of business education.

Bodies Involved in Organizing and Managing Business Education in Nigeria

It is proper to recognize the important bodies involved in organizing and managing business education in tertiary institutions in Nigeria education system. The understanding is that through the recognition of these bodies, our discussion may have a better focus with the assimilation made much easier. These bodies include:

The Federal Ministry of Education

This body has the responsibility of organizing and managing the entire education system in Nigeria. This essential responsibility is performed by the Federal government through the Federal Ministry of Education and other established commissions, boards and agencies. The Boards, commissions and agencies function in collaboration and interactions with the Federal Ministry of Education in ensuring the discharge of their functions in organizing and managing the education system, business education inclusive as part of the



education system. Thus, the Federal Ministry of Education is the umbrella body that is trusted with the responsibility of organizing and managing education in Nigeria. The Federal ministry of education in this regard is saddled with the multiple responsibilities of formulating educational policies, provision of funds and facilities and ensuring implementations, progress, evaluation and reporting of all education activities. It is concise to say that organizing and managing business education cannot be treated in isolation, as it is part of the general education system. Thus, in organizing and managing the education system, the Federal ministry of education performs the following essential functions:

- i. Sponsors all activities of education in Nigeria
- ii. Coordinates all educational activities in the country
- iii. Formulates educational policies and laws in the country and ensures they are carried out
- iv. Determines as appropriate the desired changes needed in the education system
- vi. Determines good measures to improve and sustains high standards of operations in the education system

Boards, Commissions and Agencies

Again, in order to further ensure efficiency and effectiveness, in organizing and managing business education in Nigeria especially at the tertiary education level, administrative commissions and boards are put in place to ensure prompt discharge of essential functions needed to expedite actions in the administration-organizing and managing education in Nigeria. Thus, to effectively carryout the activities involved in organizing and managing business education in tertiary institutions in Nigeria, the following commissions have been established and put in place to function under the administrative canopy of the Federal Ministry of Education.

- a. **The National Universities Commission (NUC):** This body was established in 1962 and it is charged with the responsibility of coordinating all the activities of recognized universities in Nigeria. Thus, it functions to develop minimum academic and administrative standards of operations needed in every recognized university across the nation.
- b. **The National Commission for Colleges of Education (NCCE):** This is another body established in 1989. It has the responsibility of over-seeing all the activities of accredited colleges of education in Nigeria. The body develops minimum academic and administrative standards of operations and ensures that all colleges meet with the standards of operations.
- c. **The National Board for Technical Education (NBTE):** This board is charge with the sole responsibility of coordinating the activities of polytechnics and monotchnics across the country. NBTE was established in 1977 to ensure effective operations of all recognized polytechnics in Nigeria. The body equally has minimum standards of operation as a guide that governs all the academic and non-academic (administrative) activities of all accredited polytechnics in the country.

Further in the functions of organizing and managing business education, the NUC, the NCCE and the NBTE performs the following identical roles:

- i To respectively coordinate the academic activities of the universities, colleges of education and the polytechnics.
- ii To constantly keep in touch with the Federal Ministry of Education while ensuring that policies and regulations in the operations of the respective arms are carried out
- iii To ensure that the BMAS is designed for all university programmes including business education and that the BMAS is adhered to.
- iv To adequately carry out resource visitation as the need arises in the respective arms of the system. This is vital in order to ascertain the readiness of institutions in floating a new discipline.
- v To constantly carry out accreditation exercise as the need arises in the respective arms of the system While ensuring that the minimum standards are maintained.



The Tertiary Education Trust Fund (TETFUND)

The Tertiary Education Trust Fund (TETFUND) is an agency under the Federal Ministry of education with the sole aim of providing focused and transformative intervention in public tertiary institutions in Nigeria through provision of fund, education facilities and education staff development. The cooperate objectives of the TETFUND are to:

- i. Provide fund for educational facilities and infrastructural development.
- ii. Promote creative and innovative approach to educational learning and services.
- iii. Stimulate, support and enhance improvement activities in the educational areas like; teacher education, teaching practice, library development and special education programmes.
- iv. Champion new literacy enhancing programmes as scientific, information and technological literacy.

It is pertinent to point out that many colleges of education and faculties of education as well as the polytechnic OTM departments have benefited from the sponsorship and provisions of the TETFUND in ensuring functional teacher education and improved office technology education in the production of business education and office technology and management graduates.

Tertiary Education Institutions

It is pertinent to point out here that tertiary education institutions are where the business education programmes are offered and implemented. However, not all tertiary institutions across the nation offer business education. Thus, the tertiary institutions that will be our prime focus here are the universities, colleges of education and the polytechnics where business education is offered. The institutions housing and offering business education in Nigeria are numerous. However, the target in organizing and managing business education in tertiary institutions in Nigeria is to ensure that best practices in business education are maintained. Again, that instruction, quality assurance, quality services, quality output as well as currency in information flow and transmission in business education are maintained in the various tertiary institutions.

The University, College and Polytechnics Council

Each tertiary institution in Nigeria operate under the council members who are often appointed by the federal government through the Federal Ministry of Education. The councils serve to moderate the management of each institution. Thus, each Head of the institutions the Vice Chancellors, the provosts, the rectors are all responsible to the council of each of the institutions. Atimes, it is the onus of the council to endorse huge capital expenditure or capital provision needed for the smooth operations in the institution including business education.

The Business Educators

Discussion on organizing and managing business education may be limping if one fails to mention the important role of the business educators as teachers and learning facilitators. In the classroom the business educators are charged with the responsibility of transmitting what is specified in the curriculum to the students of business education. The business education students no doubt are committed to the business educators teaching. However, the effectiveness of such teachers and students interaction and the transmission of knowledge depends on the quality of the business educators-academically and professionally. Academically, the business educator should possess adequate knowledge of the content to deliver, i.e the subject matter to impart to the students. Professionally, they should also possess the skills and varied teaching methods of imparting the knowledge to the students.

Business Education Students

At this point, the business education students are viewed as important body elements in organizing and managing business education in Nigeria. Business education students are the group beneficiaries of business education programme in tertiary institutions. Thus, without the students, there will be no need and basis for organizing and managing business education in Nigeria. Considering their relevance, the students as learner elements cannot be waved aside in this discussion. Again, organizing and managing business education may not



be thought of if there is total absence of the students in business education.

Activities Involved in Organizing and Managing Business Education in Nigeria

Organizing and managing business education in Nigeria is tasking more especially in this era of knowledge explosion where technology has impacted on all discipline through instruction and new modes of learning. To ensure that business education is adequately channelled to achieve its competitive objectives in the four programme options of: Accounting Education, Entrepreneurial Education, Marketing Education and Office Technology Education, the navigation activities in business education becomes imperative for discussion. These activities include:

- i. **The Design of Business Education Programme:** Among the first priority in organizing and managing business education is the design of appropriate business education programme. The programme must be explicit and simple to understand. Both the philosophy and objectives of the programme should be achievable through business education instructions. Above all, the programme should look current, competitive and marketable.
- ii. **Students Admission:** This is one of the essential and critical functions in organizing and managing business education. It is a yearly function, and the criteria for selection is often based on JAMB (UME) cut-off score. The cut-off score for each year is often determined by the respective management bodies of the three arms of Tertiary Institutions.
- iii. **Recruitment:** It is glaring that staff recruitment is often the task of coordinating bodies and authorities especially at the initial take-off task. However, in subsequent recruitment, core business educators from within the institution may be involved in the exercise. Where this obtains, care should be taken to ensure that core business educators are recruited. Again, that such recruitment is based on human resources needs assessment in business education. Essentially, management (institutional authorities) should be guided to ensure that recruitment takes cognizance of the human resources needs in the various academic programmes of business education all the time.
- iv. **Instruction and Learning:** Business education instruction is not an all-comers game; it is a specialized function that requires specialized training and vast spectrum of knowledge in the broad fields of business education. Accounting Education, Entrepreneurial Education, Marketing Education and Office Technology Education. Again, business educators need to be broad in content and in evaluation approaches. Business education instruction is best delivered with proper evaluation approaches especially where core business educators are involved rather than where they share communion with interlopers.
- v. **Instructional Supervision:** Instructional supervision in business education is a process or an activity, whereby business educators by means of visiting the classes, advise and stimulate interests of colleagues and students of business education, help to improve teaching and learning situations in business education. It is in fact, a vital process, which by means of advice, direction and discussion help to see that available resources like: business education manpower, finance and other capital resources are judiciously utilized in achieving business education instructional objectives.
- vi. **Departmental Meetings:** Organizing and managing business education requires that the department be having staff meetings from time to time OR as the need arises in an emergency situation. This is to ensure adequate coordination of staff and activities as well as cohesion and cross-pollination of ideas and thoughts among business educators. The departmental meeting should always prevail in an atmosphere of freedom. The meeting should serve as an opportunity to dispel existing or fuming tensions and suspicions among staff-academic and non-academic.
- vii. **Resources Visitation:** The very essence of resource visitation is to clearly ascertain the availability of needed resources-human, materials, structures-classroom and



laboratories available on ground and in readiness to prompt the floating of a new academic programme. Resources visitation also help to determine the carrying capacity of each department or programme based on facilities, resources- human and materials that are available for use. In organizing and managing business education in Nigeria, this exercise becomes very imperative in order to ensure that minimum standard is maintained all the time.

- viii. **Students Learning Evaluation:** In organizing and managing business education, institutions maintain evaluation process that measures the extent of instructional coverage by business educators as well as the degree of learning by students. Evaluation in business education could take the form of class written test, group assignment, individual take home assignment, classroom task presentation or group discussion and presentation.

Accordingly, external examiners are engaged and the experts are expected to give a written report on the external examination exercise. The report is usually addressed to management of the institution. The report is often expected to cover the standard of the question, the coverage of the course content (i.e. the curriculum); the adequacy of the questions in line with the level of the students as well as the teachers marking standard, and the design presentation, and use of the marking guide.

- ix. **Accreditation Exercise:** The accreditation exercise is very close in approach with the resources visitation. The resource visitation focuses on ascertaining the extent of readiness for take-off of a particular programme, the accreditation exercise focuses on the level of operation in specific academic programmes in all arms of tertiary institutions in line with the BMAS prescriptions. The accreditation exercise therefore, as an evaluation technique instituted by the various arms of the tertiary institutions in Nigeria tries to ascertain the extent or level institutions under the various arms of tertiary institutions comply with the BMAS.

Organizing and Managing Business Teacher Education and Training

Teacher education is that aspect of the education system aimed at the production of qualified teachers- to be fed into the education system especially at the primary and post primary levels of the education system. Zacks (2012) asserted that teacher education aim to produce quality teachers that will professionally be responsible for the implementation of the educational subjects curriculum at the primary and the secondary education levels. The teacher education system is an important aspect of the education system especially when one considers the various professional training activities that are embedded in the curriculum content of the system. Dike (2015) asserted that teacher education in Nigeria has provided the ample opportunity for the registration of both in-service and pre-service teacher trainees with the Teachers Registration Council of Nigeria (TRCN). The TRCN is the body saddled with the Registration and Professionalization of Teaching in Nigeria.

The colleges of education and faculties of education have the responsibility of producing professional teachers tasked with the responsibility of curriculum implementation in all subjects areas in the primary and in the secondary schools. Colleges of education are professional in nature because they offer recipients with professional subjects contents enough in skills and in methods to enable the teachers including business education students on graduation to become professional and specialist teachers who can competently and successfully deliver instruction within their respective areas of specialization.

Activities Involved in Organizing/Managing Business Teacher Education and Training

There is no clear distinction between organizing and managing business education from organizing and management teacher education as business education is part of the teacher education system. It is pertinent to recall that Kadir, (2015) as earlier cited in this package has been quoted thus: organizing and managing business education or business teacher education involves the following tasks:

- i. Planning the curriculum or academic programme in conformity with the benchmark provided by the regulatory body (NCCE) or NUC for faculty of education.



- ii. Recruitment of best quality business teacher educators
- iii. The test of resources visitation
- iv. Provision of physical facilities
- v. Identification of duties (course allocation), identification of staff in charge, schedule of work groups and appointment leaders to supervise and monitor activities
- vi. Ensuring that performance is in line with goals determined
- vii. Devise leadership and control of the activities and communicate as appropriate.
- viii. Instructional services/regular administration meetings and interactions.
- ix. Assessment of teaching and learning(examination)
- x. Marking and grading; and other administrative functions as circumstances may demand.

All these are vital because the task of organizing and managing business teacher education is tedious and multiple. Activities need to be well performed, monitored and discharged. All the various activities need to be supervised, students and staff, physical and material resources need to be made available, rule and regulations guiding performance need to be provided. All those involved in the various activities in organizing and managing teacher education need to be well informed and guided (Kadir 2015).

Organizing and Managing Business Studies at the Universal Basic Education Level

The Federal Republic of Nigeria (2008) through the instrument of the national policy on education asserted that the universal basic education shall be of 9-year duration, comprising of 6 years of primary education and 3-years of junior secondary education. The UBE shall be free and compulsory. Also, Igborgbor (2009) asserted that the universal basic education (UBE) has three (3) levels or layers to include:

- i **Lower Basic:** This consists of the first three (3) years in the primary school. This implies that the lower basic consists of primary 1 to primary three(3)
- ii **Middle Basic:** The middle basic consists of the second phase of the UBE. The middle basic consists of primary four (4) to primary six(6)
- iii **Upper Basic:** This is the last phase of the UBE; it consists of the junior secondary school level and spans from JSS 1-JSS3.

In line with the above (Odah and Ohaegbulem 2015) and Onwuka (2008) respectively asserted that the Nine year universal basic education curriculum is divided into three level, namely: The lower basic education core compulsory and elective subjects spanning from primary 1- primary 3; the middle basic education core compulsory and elective subjects spanning from primary four (4) to primary six (6) and the upper basic education core compulsory and elective subjects spanning from JSS 1 to JSS 3. The subject content in each of the layers of the UBE has been articulated and distributed as shown in the table below:

Table 1: The Universal Basic Education (UBE) Subject Content

Basic Education Curriculum Level	Core compulsory Subject	Elective
Lower basic Education curriculum Pri. (1-3)	Middle basic curriculumpri.(4-6)	1. English studies 2. One major Nigerian languages (Igbo, Hausa and Yoruba) 3. Mathematics 4. Basic science and Technology 5. Social studies



	language (Igbo, Hausa and Yoruba)	1. Agricultural Science
	3. Mathematics	2. Home Economics
	4. Basic science and technology	3. Arabic
	5. Social studies	
	6. Civic Education	
	7. Cultural and Creative Arts (CCA)	
	8. Religious studies	
	9. Physical & Health Education	
	10. Computer studies	
	11. French language	1. Agricultural Science
English studies		2. Home Economics
2. One major Nigerian		3. Arabic
Upper basic JS 1-3	1. English studies	
	2. One major Nigerian language (Igbo, Hausa and Yoruba)	
	3. Mathematics	
	4. Basic science and technology	
	5. Social studies	
	6. Civic Education	
	7. Religious studies	
	8. Cultural and creative Arts (CCA)	
	9. Physical & Health Education	
	10. French language	
	11. Basic Technology	
	12. Computer studies (ICT)	
1. Agricultural Science		
2. Home Economics		
3. Arabic		
4. Business studies		

Source: NERDC the 9 year Basic Education curriculum at a Glance. Lagos: NERDC Press.

In tracing to locate the business studies subject in the table above, one discovers that business studies have no place in the list of core compulsory subjects in the three layers of the Universal Basic Education (UBE). In support of this observation, Okoye (2016) asserted that the truth is that business studies are not found in the list of core compulsory subjects in the lower, middle and upper levels of the universal basic education programme. This non-inclusion has been viewed by business educators as improper and mere suppression of the relevance of business studies in laying the needed foundation for entrepreneurial and business education in Nigeria education system. As an elective subject under the upper level of the UBE, Business studies secure little or no attention in the Basic Education System. This no doubt relegates and suppresses the relevance of business studies in laying the needed foundations in Trade and Entrepreneurial subjects in the education system. For business education to receive the needed attention in organizing and managing business studies, first it has to receive the needed attention and the placement be re-ordered to become one of the compulsory subject in the basic education system.



Table 2: Review of the 9-year Basic Education Curriculum

Lower Basic Education Curriculum (Primary 1-3)	Middle Basic Education Curriculum (Primary 4-6)	Upper Basic Education Curriculum (Jss1-3)
Core Compulsory Subjects	Core Compulsory Subjects	Core Compulsory Subjects
1. English Studies	1. English Studies	1. English Studies
2. One Major Nigerian Language (Hausa, Igbo or Yoruba)	2. One Major Nigerian Language (Hausa, Igbo or Yoruba)	2. One Major Nigerian Language (Hausa, Igbo or Yoruba)
3. Mathematics	3. Mathematics	3. Mathematics
4. Basic Science and Technology	4. Basic Science	4. Basic Science
5. Cultural and Creative Arts (CCA)	5. Cultural and Creative Arts (CCA)	5. Cultural and Creative Arts (CCA)
6. Pre-vocational Studies	6. Pre-vocational Studies	6 Pre-vocational Studies
7. Religion and National Values	7. Religion and National Values	7. Religion and National Values
	8. French Language	8. French
	9. Basic Technology	
	10. Business Studies	
Elective Subject	Elective Subject	Elective Subject
1. Arabic Language	1. Arabic Language	1. Arabic Language

Source: Adeneye and Oludola (2013) *Recent Curriculum Reforms in Primary and Secondary Schools.*

Adeneye and Oludola (2013) pointed out that Business Studies was recorded in the review as shown in the table above to appear as one of the core compulsory subject under the upper basic education level. Not much has been achieved in this new development. The contention is that Business Studies should appear in the Lower, Middle and Upper Basic Education levels respectively as core compulsory subject in order to harvest the dignity of the subject in laying the needed foundation for Trade and Entrepreneurial studies in the education system.

Organizing and Managing Professionalism in Business Education

Peterson (2016) noted that the establishment of a professional body and professional workforce transition to professional body status requires a new dimension of thought in conduct and in services delivery. Thus, a transition from trade unionism to professionalism requires that the practitioners be

- i Set to show improved positive professional attitude towards clients from all the perspectives such as improved maintenance of personality, knowledge, communication and client management;
- ii Maintenance of professional attitude like discipline, hard work, commitment and keenness towards clients
- iii The development of positive thinking, beliefs, confidence, and self-sufficiency



Proposed ABEN Professional Membership Classification

ABEN professional body membership status needs to be well defined and classified. The membership status or categories must always be recognized among members. To further shape up ABEN professional body, the membership must be classified to include the following categories:

- i. **Students Membership (SMABEN):** This membership category is to cover all students of business education and office technology and management who are currently studying in any recognized University, College of Education and Polytechnic. The students membership identity card will be issued to students on registration. They shall be required to be paying annual membership dues as well as annual conference registration dues. Student membership identity is to expire on the expected date of graduation. Each institution, is to provide ABEN headquarters with the comprehensive list of all registered students in their school. Proceed from student registration shall be used by each institution in maintaining ABEN local office in each institution.
- ii. **Associate Members (AMABEN):** The Associate Membership of ABEN shall be a core business educator. The minimum qualification for this category should be those with NCE in business education; HND in office technology and management as well as those with first degree (B.Sc.ed) or (B.Ed) or any of its equivalents in the field of business education. Associate members are NOT FULL member; therefore they will not be issued with a membership certificate. To qualify to be recognized by ABEN body as an associate member, prospective associate members must provide evidence confirming that, he or she has attended ABEN annual conference for two consecutive years in the immediate past.
- iii. **Confirmed Member (CoMABEN):** Confirmed membership of ABEN must be core business educators. The minimum qualification for the category should be holders of an M.Sc (ed) or above in business education. Prospective confirmed membership (CoMABEN) must have attended ABEN annual conference for five consecutive years; and must have published NOT less than two journal articles in ABEN journal. All confirmed members are entitled to be issued with membership certificate. All membership certificates has a life duration of one (1) year only. Membership certificates therefore, shall be renewable every year, during conference registration.
- iv. **Fellow Membership:** This is to be the highest category of academic membership of ABEN. It will be reserved for distinguished scholars in business education. To qualify for the class of *fellow*, the prospective candidate must have successfully been in business education academics and pedagogy for Not less than twenty years. The candidate should also not be less than the rank of a Chief Lecturer or a professor in his employment as a business educator. All fellow members must be financial members and must have attended ABEN Annual National Conference for the past five years without a break.
- vi. **Life Members (LiMABEN):** This is often an honorary membership award reserved for recognized academia, mentors, foundation ABEN members, successful academic elders. It is not an academic title but reserved for retired business education elders who made much significant wave during the period of their active service. Life members may not necessarily be expected to present papers but may be required to attend each annual conference

All the above suggest, that ABEN shall maintain a membership register for all the categories of members, employment contact addresses as well as their financial status in ABEN. Each class of ABEN member shall have a name-tag or brouch to identify the membership category of members. The use of ABEN colour here will be very important.



Organizing and Managing Business Education for Skill Acquisition

Skill in this paper is seen as a performance ability and performance dexterity of an individual employee in handling business resources-employees, equipment and system in the discharge of a given function. It is the ability to do something well, usually gained through training or experience. Again, skill may be viewed as the ability to achieve some end result with maximum certainty and minimum outlay of energy or of time and energy. Skill acquisition in business education is needed for superior performance in relation to other counterparts in business office occupation and in business education delivery services.

The work performance skills in business education are too numerous to be listed in this little space. However, Adams (2018) have noted the following ten work performance skills as the most common in business education. They include:

- a. **Business Management Skill:** This involves among other skills the ability to manage and coordinate the activities of a given business successfully on a profit basis.
- b. **Communication Skills:** This involves the ability to be vocal (self-expression) and the ability to draft, write and raise business documents (reports, letters, notices and other important documents)
- c. **E-Skills:** This involves the ability to use the computer to prepare simple business documents, skills in composing, editing, scanning, web surfing, desktop publishing document retrieval as well as the skills in photocopying and in laminating business documents
- d. **Leadership Skills:** This involves the ability to direct, influence, control and channel the activities of others or (workforce) towards goal achievement.
- e. **Financial Skills:** This involves the ability to handle funds of business venture, the ability to distinguish between business and personal expenses and to maintain accurate financial details for reference purposes or for future decisions.
- f. **Inter-personal Skills:** This involves the ability to maintain cordial relationship with other people; it is the ability to be sociable; the ability to respect the opinions and feelings of other people in work group or in any social group.
- g. **Decision Making Skills:** This involves the ability to be critical in thought, the skill to assess a given situation and pass judgment on what is right or wrong
- h. **Team Work Skill:** This is the skill to motivate workforce to perform. It involves the ability to develop love for others and to be loved and accepted by other people. It also involves the ability to be task oriented.
- i. **Problem Solving Skills:** This involves the ability to be critical in thinking, ability to possess sense of evaluation, negotiation as well as high level of courage in task situations.
- j. **Teaching and Research Skills:** This involves the ability to deliver instructional services in ones areas of specialization in business education, sound knowledge of skills and methods in business education pedagogy. It also involves the ability to spot research problems and methods, research population, and the ability to analyze result and report findings appropriately.



Skill Acquisition Strategies in Business Education

The focus here is to discuss some of the approaches that could be adopted while organizing and managing business education for work skill acquisition. Peterson (2016) asserted that a functional programme of business education targets at assisting the beneficiaries to acquire competitive work skills for superior job performance in office organizations.

Business education graduates who may be lacking in office skills may have missed the relevant aspect of business education instruction. In organizing and managing business education therefore, the following strategies are to be given adequate priority in skill acquisition.

- a. *Use of Experienced Hands in Teaching and in Demonstration*
- b. *Appropriate Use of Simulation Process (methods) in Teaching and in Demonstration*
- c. *Provision of Functional and Adequate Instructional Equipment*
- d. *Provision of Adequate time for practical Training Experiences*
- e. *Training and Re-retraining Programme for Academics*
- f. *School Industrial Collaboration*
- g. *Supervised Internship programme*
- h. *Specialist Professional Skill Acquisition Training*

Organizing and Managing Business Education in Readiness for Accreditation

Discussion on organizing and managing business education may be incomplete in academic forum like this if mention is not made of accreditation preparations. Thus, every activities and functions involved in organizing and managing academic discipline are being carried out to face accreditation as the need arises. It is the accreditation exercise (assessment) results that will reveal our effort in organizing and managing business education as successful or failure. It is on this basis that we shall be discussing the accreditation activities involved in organizing and managing business education. Thus, organizing and managing business education in readiness for accreditation will focus on the following.

- A. **Academic Content:** Focus here will be on:
 - i. *Business Education programme*
 - ii. *Business Education Curriculum:*
 - iii. *Admission requirement into the programme:*
 - iv. *Academic regulations:*
 - v. *Standard of test and Examination*
 - vi. *Student's practical work to be well organized*
 - vii. *External Examiners system*
- B. **Staffing:** Focus here will be on:
 - i. *The HOD of Business Education*
 - ii. *Business Education Academic staff*
 - iii. *Staff mix by Rank in Business Education*
 - iv. *Qualification and Competence of Teaching staff.*
 - v. *Non-teaching Staff*
 - vi. *Funding and Staff development*
- C. **Physical facilities:** Focus here will be on:
 - i. *Laboratories*
 - ii. *Equipment*
 - iii. *Classroom/Lecture Theater*
 - iv. *Office Accommodation*
 - v. *The Library*
 - vi. *Safety and environmental sanitation*
 - vii. *Employers Rating:*



Challenges in Organizing and Managing Business Education

At this moment, we shall be concerned with the challenge of organizing and managing business education in tertiary institution in Nigeria. Just like other disciplines, and in education generally, the challenges of organizing and managing business education are numerous. However, we shall consider the following few challenges in our discussion.

- a. The Challenge of Growing Business Education
- b. The Challenge of Transforming ABEN to a Full Professional Body
- c. The Challenge of Personal Career Growth and Development
- d. The Challenge of Obsolete Curriculum
- e. The Challenge of Influx of Interlopers
- f. The Challenge of Internal Bickering Among Business Educators
7. The Challenge of Industrial Collaboration and Linkages
8. The Challenge of Non-recognition of Business Studies at the Basic Education Level
9. The Challenge of Obsolete Instructional Equipment
10. The Challenge of Inadequate Funding
11. The Challenge of Self Isolation and Social Distancing from School Administration
12. The Challenge of Business Education Leadership Incompetence.

Conclusion

Organizing and managing business education is not an easy undertaking as it involves many activities and functions that are critical to the effective development of the Business educators and expansion of the business education body in the institution. Business education is knowledge and talent oriented. Organizing and managing business education consist therefore of series of tasks that try to take business education to best practices in instruction and in learning. The task further ensures that business education focuses on production of quality graduates who are intelligent to function effectively in today's business office employment or self-employment. Organizing and managing business education is a team game that all business educators should practice as a priority in order to channel business education to the fore among other discipline.

Recommendations

The above discussion leaves us in the mind to recommend the following measures towards a more effective organizing and managing business education in tertiary institutions in Nigeria.

1. All business educators should be more committed in the discharge of their primary assignment (instructional delivery) enough to take business education to greater height.
2. Business educators should work harmoniously to steer ABEN to a greater height of wider recognition as a professional body
3. ABEN members to always work in harmony to maintain good inter-personal relations.
4. Business education curriculum to be periodically reviewed and harmonized to ensure regular currency and uniformity in programme offering in the universities, colleges of education and in OTM in all polytechnics as well.
6. ABEN members to encourage and support their leadership at all times with good leaps of attitudinal change among business educator.



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MICROSOFT PUBLISHER APPLICATION COMPETENCIES POSSESSED BY STUDENTS OF OFFICE TECHNOLOGY AND MANAGEMENT FOR SELF-RELIANCE IN KOGI STATE

¹Tony-Okeme Acharu Faith
acharu4real@gmail.com

Department of Office Technology and
Management, Kogi State Polytechnic,
Lokoja.

²Prof. T. A. Umoru

*Department of Business and Entrepreneurship
Education, Faculty of Education,
Kwara State University, Malete.*

Abstract

This study sought to ascertain the level of Microsoft Publisher application competencies possessed by office technology and management (OTM) students for self-reliance. One purpose of the study and one research question guided the study while one null hypothesis was tested at 0.05 level of significance. The study employed a descriptive research design. The HND students of 2019/2020 academic session in the two government owned polytechnics in Kogi State constituted the population for the study while the HND II (final year) students were purposively sampled for the study. The observational method was used to collect data. The instrument was face and content validated by three Senior Lecturers in the Department of Business and Entrepreneurship Education, Kwara State University, Malete. A reliability coefficient of 0.72 was obtained. The mean and standard deviation were used to analyse the research questions. The hypothesis was tested using t-test at 0.05 level of significance. The findings of the study show that students moderately possessed Microsoft Publisher competencies. The result of the research hypothesis shows that the t-Cal value of 1.65 is less than the table value of 1.98. Thus, the null hypothesis was retained. This level of competencies possessed have great implications for OTM programme in Kogi State as it justifies the opinion in many researches that graduates of the Nigerian higher education institutions are not adequately competent enough to take to self-reliant ventures. The study therefore recommended that Management of the Polytechnics in Kogi State should recruit adequate number of competent lecturers for effective teaching and learning of Microsoft Publisher application.

Keywords: *Microsoft Publisher, competencies, office technology management, self-reliance*

Introduction

The high level of graduate unemployment has been a source of major concern all over the world. In Nigeria, the unemployment rate is said to be growing in geometric progression (Nwankwo & Ifejirofor, 2014). Stakeholders have often questioned whether educational institutions are effectively meeting the needs of the society. Office Technology and Management (OTM) programme which was considered a lucrative programme of study is not left out of the menace (Ejeka, Ebenezer-Nwokeji & Adaku, 2017; Ogunboyega, 2019). The goal of tertiary education is to contribute to national development through high level relevant manpower training as well as to enable its recipients acquire both physical and intellectual skills, competencies and knowledge which will enable individuals to be self-reliant and useful members of the society. The National Policy on Education (FRN, 2012) makes clear the need for functional, relevant and practical



oriented education for the acquisition of appropriate skills and development of competencies as equipment for the individual to contribute to the development of his/hersociety.

Microsoft Publisher is one of the Microsoft office applications included in the Office Technology and Management curriculum. It is a desktop publication which is an introductory application for creating and publishing marketing materials. According to Agbongiasede (2014), competencies in this aforementioned application are necessary for OTM students who wish to be self-reliant and setup a private business through entrepreneurship venture. He adds that with this application, at graduation, OTM students can start business centres where the skills acquired can be put to good use to earn a living without searching for the elusive white collar jobs. In view of the forgoing, office technology and management programme in the Polytechnic is expected to offer students adequate training in the operations and usage of desktop publishing in order to enhance self-reliance.

In order to understand the relationship between Microsoft Publisher application and self-reliance of OTM students, it is imperative to consider the Trait and Factor Theory on which the study is hinged. Frank Parsons is considered as the Father of the vocational guidance movement. He initiated the trait and factor theory in 1909. The theory which is also known as the matching theory posits that the better the fit between the individual and the occupation, the better the satisfaction and success. The theory states that occupational decision making occurs when people have achieved an accurate understanding of their individual traits (aptitudes, interests, and personal abilities; skills, competencies, knowledge of jobs) and the labour market, and have made an objective judgment about the relationship between their individual traits and the labour market. The key assumption of the theory is that it is possible to measure both individual skills and the attributes required in particular jobs, which can then be matched to achieve a 'good fit'. It is when individuals are in jobs best suited to their abilities, they perform best and productivity is highest (Ifejika, 2015).

Trait and Factor theory is relevant in the assessment of the Microsoft Publisher application competencies possessed by OTM students for self-reliance, in the sense that, these students are expected to possess certain competencies necessary for self-reliance in the world of work. Thus, without the possession of these competencies, their expectation of being economically self-reliant will not be feasible. Parsons' theory helps to put a peg on whether the level to which the Microsoft Publisher application competencies possessed by the OTM students is in congruence with their capacity to be self-reliant.

Self-reliance in the views of Umoru and Nnaji (2015) is the ability of an individual to establish a business of his own instead of working for another person. They add that, it is the ability for independent decision making. In the same vein, Ibrahim, Adamu and Ibrahim (2018) consider self-reliance synonymous with self-sufficiency. It means doing things for ourselves rather than having things done for us. They further highlight that self-reliance is the personal initiative in the ability and effort to identify, harness and manage effectively and efficiently the personal and collective resources, human or natural in the immediate surroundings in order to uplift one's or a people's life quality, standard and condition of existence.

In a nutshell, self-reliance refers to the reliance on one's capabilities; knowledge, skills, competencies abilities to improve life or an individual depending on his/her own resources; skills, competencies, knowledge, etc. for economic gains instead of being an employee. Thus, a self-reliant person is an individual who relies on oneself or on one's own powers and resources, depending less on other people in the management of human and material resources.

Microsoft Publisher is one of the commonly utilised desktop publishing applications. Desktop publishing helps produce textual document, manipulate text, sentences, paragraphs store and retrieve text and get printed texts or documents that are publishable. It also help users in creating fliers, posters, pamphlets, text documents and it is seen as a perfect replacement for the use of the archaic stencil based rolling machine. Desktop publishing and graphic design makes documents look better and more presentable. But beyond that, it enhances visual communication and streamlines the process of disseminating information of all kinds. It is also the method of file preparation that ensures file print properly so that the communications get out in a timely manner.



In addition to the above, Microsoft Publisher application competencies are needed for the preparation of academic brochures, admissions, graduations, conferences and meetings invitation cards and programmes. The Microsoft Publisher terminates the problem of multiple typing, re-typing and reprinting huge numbers of materials and enables secretaries to print the needed materials and documents without delay and waste of too many materials.

Competency in Microsoft Publisher is reflected in students' ability to set page size, ability to set page margins, ability to create text areas, ability to text frames, ability to column widths, ability to create column spacing, ability to use various font styles, ability to use various font sizes, ability to import text files, ability to import images, ability to design publication. ability to design brochure, ability to design pamphlet, ability to use lines, ability to use border features, ability to save publication, ability to save master pages, and ability to print composite among others.

Umukoro (2014) observes that the implication of the objectives of the components of the Microsoft Publisher course specification is that its recipients are expected to be imparted with skills that will enable them to create fliers, brochures, pamphlets, typeset for printing firms, etc. The author adds that it is disheartening to note that, majority of OTM graduates being churned out today lack the requisite set of skills needed in today's labour market to carry out the earlier mentioned tasks which according to him, has inhibited the graduates from either being gainfully employed or self-reliant.

This gap in learning outcome could be traceable to various factors among which is epileptic nature of power supply. Computers and projectors cannot be operated without power supply; unfortunately, it has been observed that most institutions where OTM programmes are mounted are plagued with irregular power supply without alternative sources of power. Thus, only the theoretical aspects of the curriculum are taught leaving out the practical aspect, a situation that leaves students half-baked and incompetent (Nwaokolo, 2014). Studies indicate that OTM lecturers consider themselves fairly competent in database management system, desktop publishing and webpage design (Okoro, 2014). In addition, Okafor (2017) asserts that some of the possible causes of student's lack of competency in desktop publishing could be attributed to lack of access to computer for practice and poor teaching methods. The author reveals that, in some institutions, desktop publishing is still being handled by lecturers from Computer Science Department who are lacking in the appropriate teaching methodology.

OTM students competent in Microsoft Publisher could be employed by government and private organisations; newspaper houses, publishing firms, etc. High competency in desktop publishing equips and qualifies office managers to become desktop publishing professionals who could establish and run desktop publishing centres where the production of items such as invitation cards, headed papers, business cards, brochures, certificates, etc. can be produced for individuals, governments, corporate organisation, etc. (Ezeahurkwe & Ameh 2017; Habila, 2013). More so, they could set up training outfits to those interested in acquiring the skill.

Statement of the Problem

In 2004, the National Board for Technical Education (NBTE) in collaboration with United Nations Educational, Scientific and Cultural Organisation (UNESCO), came up with a comprehensive content review of the curriculum for secretarial studies programme for polytechnics in Nigeria for a critical content overhaul of the then existing curriculum. Two critical elements were incorporated into the curriculum; Microsoft office applications and entrepreneurship education. The programme developed following the review became known as Office Technology and Management (OTM). One of the key purposes was to promote self-reliance of its graduates in the face of adverse economic situation in the country.

It has been close to two decades since Microsoft Publisher application has been incorporated into the Office Technology and Management curriculum in an attempt to ensure that students of the programme acquire the requisite skills needed to function effectively and efficiently in modern workplaces. However, it appears that, only minimal impact has been felt in this regard as graduates of the programme reportedly have had to proceed for retraining to use these applications effectively. Indications from previous studies, point to the fact that most graduates of this programme are economically unengaged despite the presumed acquired skills; graduates are not well prepared for the world of work as the Microsoft Publisher competencies possessed are inadequate to venture into self-reliant endeavours (Oduwole, 2015). This continued low level of



Microsoft Publisher Application competencies acquired by students if not promptly addressed, may deprive OTM graduates of the opportunity to embark on self-reliant venture rather than searching for the illusive white collar jobs. In view of the foregoing, this study aims at identifying the gap between competencies possessed and competencies expected with a view to filling it.

Research Question

To what level are students of Office Technology and Management competent in Microsoft Publisher application for self-reliance?

Research Hypothesis

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

H₀₁: There is no significant difference in the mean ratings of male and female office technology and management students on the level of Microsoft Publisher application competencies possessed for self-reliance.

Method

The descriptive survey research design was used. According to Otache (2016) descriptive research design describes the elements or subjects being studied. Descriptive research design is therefore considered suitable for this study because it is centered on individuals and their competency levels. The population of the study consists of 120 participants; 60 HND II students of the Federal Polytechnic, Idah and 60 HND II students of Kogi State Polytechnic, Lokoja for the 2019/2020 academic session.

The instrument for data collection was direct observation. Data was obtained using a 12-item observation form developed by the researcher to measure the level of competencies titled: Levels of Microsoft Publisher Application Competencies Possessed by Office Technology and Management Students for Self-reliance (LMPACPOTMSS) to measure the levels of students' competencies. The choice of this instrument is in line with the recommendation of Gold (1958) that, observation method is often deemed the most appropriate method of assessment for practical skills. A four point modified Likert numeric rating scale of Highly Possessed (HP) - 4, Moderately Possessed (MP) -3, Fairly Possessed (FP) -2, Not Possessed (NP) -1, was used. The instrument was validated by three Senior Lecturers in the Department of Business and Entrepreneurship Education, Faculty of Education, Kwara State University, Malete.

Pearson Product Moment Correlation co-efficient (r) formula was used to determine and obtain the correlation coefficient of 0.72 for the instrument. The value obtained is in agreement with the views of Isyaku (2010) who states that an instrument is reliable if the value of correlation is close to 1. Where the observed significant value from the SPSS statistical output for t-test obtained or computed is less than 0.05 level of significance, the null hypothesis was rejected, otherwise the null hypothesis was retained. Out of the 120 expected participants only 89 presented themselves for observation. Therefore the analysis will be based on the 89.

Presentation of Data

Data collected were analysed in the following tables:

Table 1: Mean responses and standard deviation of observation on Office Technology and Management Students' Level of Competencies Possessed in Microsoft Publisher Application for Self-Reliance (N=89)

S/N	Demonstration of Participant on Microsoft Publisher Competencies Possessed	X	SD	Remarks
1	Loading MS Publisher	3.24	0.82	Moderately possessed
2	Saving a Publication	3.01	0.71	Moderately possessed
3	Importing Text	2.72	1.47	Moderately possessed
4	Creating Text Columns	2.43	1.43	Fairly possessed
5	Creating a New Master Page	2.22	1.13	Fairly possessed
6	Finding and Replacing Text	2.56	1.35	Moderately possessed



7	Creating a Drop Cap	2.34	1.42	Fairly possessed
8	Changing paragraph spacing	2.45	1.36	Fairly possessed
9	Inserting Table	2.48	1.32	Fair possessed
10	Creating Graphics	2.12	1.02	Fair possessed
11	Inserting Word Art	2.54	1.89	Moderately possessed
12	Printing Publication	3.34	0.60	Moderately possessed
Grand Weighted Mean		2.62	1.21	Moderately possessed

Source: Field Study, 2020

Table 1 shows the mean and standard deviation of OTM students rating in each of the items in Microsoft Publisher application competencies. The maximum means computed are in loading, saving and printing MS Publisher (items 1, 2 and 12) while the minimum mean are in creating graphics and creating new master page (items 5 and 10) The grand weighted mean of

2.67 and standard deviation of 1.21 indicates that OTM students moderately possesses competencies in Microsoft Publisher application. The relatively wide range of the standard deviations shows that the participants were quite far from each other in the observations made.

Table 2: Summary of t-test analysis showing the difference between mean ratings of male and female office technology and management students in Polytechnics on the level of Microsoft Publisher application competencies possessed for self-reliance

Comparison variables (Gender)	N	S	\bar{x}	Df	t-Cal	t-Tab	Decision
Male	48	0.23	2.60	119	1.65	1.78	NS
Female	62	0.34	2.58				

$P < 0.05$ *NS \equiv Not Significant

Table 2 shows that the t-calculated value of 1.65 is less than the table value of 1.78 at 0.05. level of significance. This indicates that there is no significant difference in the level of Microsoft Publisher application competencies possessed by male and female OTM students for self-reliance. The null hypothesis is thereby retained.

Discussion of Findings

The analysis of the study reveals that OTM students are moderately competent in MS Publisher. This finding is at variance with result of the study carried out by Okoro(2014). According to him, OTM lecturers consider themselves fairly competent in desktop publishing consequently student are not adequately taught. Similarly, the result is contrary to the findings of the investigation carried out by Okafor (2017). The author asserts that some of the possible causes of student's lack of competency in desktop publishing could be attributed to lack of access to computer for practice and poor teaching methods.

The study also indicates that male and female office technology and management students comparatively were rated alike in their Microsoft Publisher application competencies possessed for self-reliance. This is in agreement with the results of contemporary studies which show that gender gap in computer application competencies is gradually closing up, especially among students in tertiary institutions as evident in a study conducted by Ozoemelen (2010). He adds that the gender gap in spreadsheet and desktop Publisher have narrowed significantly. More so, the finding is also in agreement with the study carried out by Ndinechi and Gude (2014) that reveal that there is no significant difference in male and female competencies in Microsoft office applications (MS Publisher inclusive). Similarly, Okoye (2018) corroborates this finding when he underscores that competencies in office applications possessed is not gender sensitive as it was evidently shown in a study carried out by the author.



Conclusion

Based on findings of the research work, the study makes the following conclusion:

Findings of the study show the students barely possess MS Publisher in moderately. In view of the economic situation, and the fact that government and private organization alone cannot fully address the unemployment challenges in the country, the need for OTM students to achieve high competency in Microsoft publication cannot be overemphasized. When the level of MS Publisher competencies possessed by graduates of the programme is inadequate, it erodes the drive to launch into self-reliant ventures which is one of the purposes for the curriculum review.

Considering the numerous economic opportunities available to MS Publisher competent graduates, it is therefore crucial for urgent steps to be taken by stakeholders to ensure that students of the programme are effectively taught to achieve high competency levels.

Recommendation

Based on the findings of the study, it was recommended that Management of the Polytechnics in Kogi State should recruit adequate number of competent lecturers for effective teaching and learning of Microsoft Publisher application.

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STRATEGIES FOR EFFECTIVE MANAGEMENT AND ORGANIZATION OF BUSINESS TEACHER EDUCATION PROGRAMME IN NIGERIAN COLLEGES OF EDUCATION

¹Dr. Temitayo Akinyele
temitayoakinyele@yahoo.com

²Mr. David Akinlabi
sharonakinlabi@yahoo.com

**Department of Business Education,
Federal College of Education, Abeokuta**

Abstract

This paper examined the strategies for effective management and organization of business teacher education programme in Nigerian Colleges of education. The descriptive survey research design was adopted for the study while the population consisted of 200 business education lecturers teaching in government – owned colleges of education in South-west Nigeria. The simple random sampling technique was used to select a sample of 132 business educators as respondents for the study. A well-structured questionnaire on a 4point-scale was used as instrument for data collection while the reliability test for the instrument yielded co-efficient 0.75 using Cronbach Alpha. The data collected were analysed using frequency tables, mean and standard deviation. Four research questions guided the study. Findings revealed that, poor funding, infrastructural deficit and poor working conditions are the major challenges to the effective management and organization of business teacher education programme while adequate funding, engagement of competent personnel and transparency are some of the strategies for effective management and organization of business teacher education programme. Finally, it was recommended that adequate funding, collaboration between institutions and industries as well as public enlightenment campaign and others should be strategies adopted for effective management and organization of business teacher education programme.

Keywords: Challenges, Facilities, Funding, Efficiency and Effectiveness

Introduction

The importance of management and organization in human endeavours cannot be overemphasized. This is because mankind is always buffeted by myriad of challenges which threaten the very existence of human beings. For instances the corona-virus pandemic has seriously altered the ways human activities are conducted. Educational institutions have been closed for months and lockdown declared in many places. In order to cope with such unexpected occurrence there is the need to properly manage the situation and organize activities so that there will not be a total collapse of institutions.

Management has been defined in various ways by different authors because it has attracted the attention of academics and practitioners to a very great extent. According to EduNote (2020), Management is the process of planning, decision-making, leading, motivating and controlling all the resources (human, financial, physical and information)/available in an organization so as to reach pre-determined goals efficiently and effectively. For the purpose of this study management can be described as the process of designing and maintaining an environment in which individuals, working together in units, efficiently accomplish predetermined aims and objectives.

Organization provides a sequential and systematic framework for individual workers to perform their roles and duties in an effective way. It entails the division of the total work into various elements and ensuring that the work is undertaken by different individuals for the achievement of a collective result. Just like the term management, organization has been defined in various ways by various authors. Allen (2020) explained that organization is the process of identifying and classifying work to be performed, defining and delegating responsibilities and authority as well as establishing



relationships for the purpose of enabling people to work most effectively together in accomplishing objectives. It is a process in which the work of each individual is specified while authority and responsibility are apportioned accordingly for achieving the stated goals.

Basically business teacher education refers to the acquisition of skills in business administration, marketing, accounting, office technology and management, banking and finance, insurance, advertising and transport studies in addition to a thorough training in the pedagogy of the aforementioned disciplines. Therefore, business teacher education implies that the individual has undergone the best training in business administration, office technology and management, accounting and marketing to mention but a few and has received training in the teaching of the appropriate skills embedded in the disciplines concerned. This accounts for why in some institutions, business education students undergo full professional training with their contemporaries in their professional departments, leaving out nothing, while at the same time undergoing pedagogic training in the business education department and the faculty of education (Agboola, 2015). In a nutshell business teacher education is for example full accounting or marketing or office technology and management training (minus nothing) plus training in pedagogy. It is imperative to make the clarification above because the focus of this study is the college of education system which is charged with the responsibility of producing teachers to teach at the basic level of the education system in Nigeria.

Without any doubt the goals of business teacher education cannot be achieved without effective management and organization. This is because business teacher education is highly dynamic, work focused, skilled based, result-oriented and technology – driven. Therefore, those involved in the management and organization of business teacher education must be dynamic, forward-looking and innovative. Managers of business teacher education are tasked with the planning, organization and management of the approach and strategies adopted in colleges of education. They are generally responsible for planning and deciding the resources and development of the entire business teacher education curriculum. On the other hand, organization of business teacher education refers to the arrangement or structure within which the provosts, deans, heads of department, lecturers, students and non-teaching staff cooperate to undertake various activities of the institution so as to achieve the goals of the business teacher education programme (Asian College of Teachers 2018).

Though management and organization are interrelated they are not exactly the same. Management deals with planning, organizing, directing and controlling all essential activities of the institution. Managers do not monopolize all the work themselves rather they motivate others to do part of the work and coordinate all the workers to ensure the achievement of predetermined objectives. Management brings together the six Ms: men, (and women), money, machines, materials, methods and markets.

Organization entails working together in a coordinated way to achieve goals. Organizations allow individuals to specialize and increase efficiency (Sagar, 2018). Organizing involves the following:

- i. Outlining the tasks to be performed in order to achieve laid down objectives and assigning these tasks to selected and trained individuals.
- ii. Making sure that the personnel are equipped with the necessary tools to perform efficiently and effectively
- iii. Coordinating a formal structure (unit, system office, department, school), which enhances a hierarchical (vertical) allocation of responsibilities and communication flow (Nwabufu, 2013)

It is noteworthy that there are many challenges impeding the effective management and organization of business teacher education programme in colleges of education in Nigeria. Some of these are: shortage of academically and professionally qualified teachers, shortage of instructional materials, over-population of classes, indiscipline on the part of staff and students and acute shortage of functional facilities, inadequate funding and the influx of interlopers or professional misfits, (Oduma, 2020). Similarly, Nwachukwu (2012) identified the following as challenges militating against management and organization of business teacher education – shortage of qualified personnel, insufficient staffing, inadequate funding, politicization of a recruitment, lack of proper evaluation system and constant change in educational policies. In addition to the aforementioned challenges, Atakpa (2012) highlighted the following challenges: Lack of managerial skills, shortage of proper



information and data, bureaucratic bottleneck, lack of accountability, poor conditions of service, ethnicity and nepotism.

In order to tackle the challenges of management and organization of business teacher education, Kadiri (2015) suggested the following strategies: Recruitment of qualified and competent business teacher educators; Massive rehabilitation of dilapidated structures in the colleges; Construction of sufficient lecture halls; workshops and laboratories; Provision of adequate and relevant teaching – learning materials; Equipping the colleges with relevant facilities and materials; Adequate funding of the colleges by the proprietors; Organizing refresher programmes for all categories of staff on a regular basis; Engagement of visionary managers who possess organizational capability and are innovative; honest and problem-solving oriented; Implementing the business teacher education curriculum in conformity with the provisions of the National Commission for Colleges of Education (NCCE) minimum benchmark.

Similarly, Jefferson (2015) identified the following as strategies for managing educational institutions: Ensuring professional cohesion and work ethics among academic and non-teaching staff; Obtain accurate information about the condition of available resources; Define the priorities in clear terms; Establish a workable resource and funding allocation mechanism; Design a well-planned maintenance schedule and stick to it; Ensure financing by convincing the appropriate authorities.

Furthermore, Onyesom et. al. (2012) enumerated the following as strategies for improving the organization of business teacher education: Strengthening the collaboration between formal academic institutions offering business education and the industries; Seeking appropriate legislations; Seeking funds through sponsorship and partnership with industries, NGOs and philanthropists instead of depending solely on funding from government or proprietors alone; Embarking on aggressive public enlightenment to combat the poor public perception and misconceptions about business teacher education; Constant review of business education curriculum to meet emerging challenges and changes; Deliberate efforts by business educators to improve themselves. From the foregoing it became imperative to examine the strategies for effective management and organization of business teacher education in Nigerian colleges of education.

Statement of the Problem

Over the years business teacher education has been bedeviled by multidimensional problems which have undermined the plans and policy statements of government with regards to the achievement of the broad goals and objectives of the programme. Within the broad spectrum of Nigeria's educational system, the problems still persist till date with different dimensions and as a result of the socio-economic and political dynamics of country. The COVID-19 pandemic has further compounded the situation. Without any doubt the problems besetting business teacher education have attendant consequences not only for the colleges of education but the basic level of education which the products of the colleges of education are expected to serve. There is a dire need to arrest this ugly trend through appropriate and pragmatic strategies for effective management and organisation of business teacher education so that the lofty goals of the programme in colleges of education can be fully achieved.

Purpose of the Study

The study sought to find out:

1. Challenges hindering the effective management of business teacher education programme in Nigerian colleges of education
2. Challenges hindering the effective organization of business teacher education programme in Nigerian colleges of education
3. Strategies for effective management of business teacher education programme in Nigerian colleges of education
4. Strategies for effective organization of business teacher education programme in Nigerian colleges of education.



Research Questions

1. What are the challenges hindering the effective management of business teacher education programme in Nigerian colleges of education?
2. What are the challenges, hindering the effective organization of business teacher education programme in Nigerian colleges of education?
3. What are the strategies for effective management of business teacher education programme in Nigerian colleges of education?
4. What are the strategies for effective organization of business teacher education programme in Nigerian colleges of education?

Methods

The study adopted the descriptive survey research design while the population of the study comprised 200 lecturers teaching in 12 government owned (four federal and eight state) colleges of education located in Ekiti, Lagos, Ogun, Ondo, Osun and Oyo States in South-west, Nigeria. The simple random sampling technique was used to select 132 business education lecturers. The sample selection was based on the sample size suggestion of the research advisor (2006). A well-structured questionnaire titled, strategies for effective management and organisation of business teacher education programme questionnaire (SEMOBTEPQ) was used as instrument for data collection. The instrument has two sections namely section A which deals with demographic data and section B which has 40 items of 4 Clusters (10 items each) relating to the 4 research questions. The instrument was validated by there experts in business education from the Olabisi Onabanjo University (OOU) Ago-Iwoye, Ogun State. A pilot study was conducted in two private colleges of education in Ogun State namely Yewa Central College of Education and Piaget College of Education. A reliability coefficient of 0.77 was obtained using Cronbach Alpha. The data collected were analysed using mean and standard deviation with decision rule of 2.50 on a 4-point scale.

Results

Research Questions 1: What are the challenges to effective management of business teacher education programme in Nigerian Colleges of Education?

Table 1: Mean rating of challenges to effective management of business teacher education programme in Nigerian colleges of education.

S/N	Challenges	Mean	SD	Decision
1.	Poor funding	3.52	.81	Agree
2.	Inadequately of managerial skills	2.94	.83	Agree
3.	Inconsistent policy making	3.01	.80	Agree
4.	Widespread corruption	2.93	.75	Agree
5.	Acute shortage of facilities	2.85	.86	Agree
6.	Irregular school calendar	2.63	.71	Agree
7.	Infrastructure deficit	3.23	.77	Agree
8.	Widespread insecurity	3.25	.73	Agree
9.	Hyper-Inflation	3.00	.94	Agree
10.	Weak operational framework	2.68	.84	Agree

N = 132, Decision rule = 2.50 Cluster mean = 3.00

With a cluster mean of 3.00 and all the items having mean above 2.50, results in table 1 revealed that business educators agreed that all the items are challenges hindering effective management of business teacher education.



Research Question 2: What are the challenges to effective organization of business teacher education programme in Nigerian Colleges of education?

Table 2: Mean ratings of challenges to effective organization of business teacher education programme in Nigerian colleges of education

S/N	Challenges	Mean	SD	Decision
1.	Shortage of qualified and competent personnel	3.10	.89	Agree
2.	Poor conditions of service			Agree
3.	Lack of proper evaluation system	2.68	.75	Agree
4.	Lack of accurate data	2.79	.81	Agree
5.	Bureaucratic bottleneck	2.71	.76	Agree
6.	Societal apathy	2.85	.84	Agree
7.	Ethnicity and nepotism	2.04	.74	Agree
8.	Indiscipline by staff and students	3.51	.71	Agree
9.	Overcrowded classrooms	3.43	.82	Agree
10.	Admission of low-ability students	2.85	.73	Agree

N=132, Decision rule = 2.50, Cluster mean = 2.70

The results in table 2 indicated that all the items had mean above 2.50, therefore with a cluster mean of 2.70, the respondents unanimously agreed that all the items are challenges hindering effective organization of business teacher education in Nigerian colleges of education.

Research Question 3: What are the strategies for effective management of business teacher education programme in Nigerian colleges of education?

Table 3: Mean ratings of strategies for effective management of business teacher education programme in Nigerian colleges of education

S/N	Strategies	Mean	SD	Decision
1.	Adequate funding of business teacher education programme	3.44	.60	Agree
2.	Construction of sufficient lecture halls, workshops and laboratories	3.50	.71	Agree
3.	Massive rehabilitation of dilapidated structures	3.24	.64	Agree
4.	Provision of infrastructural facilities	3.58	.73	Agree
5.	Engagement of visionary managers	3.21	.62	Agree
6.	Organizing result-oriented refresher programmes for all categories of staff	3.48	.67	Agree
7.	Provision of adequate and relevant teaching-learning materials	3.20	.65	Agree
8.	Designing a programmatic policy framework for business teacher education	3.01	.74	Agree
9.	Integration of problem-solving skills in business education	3.22	.76	Agree
10.	Granting a charter status to professional bodies such as ABEN to help regulate the standard and practice of business education in educational institution	3.60	.73	Agree

N = 132, Decision rule = 2.50, Cluster mean = 3.35

Results in table 3 showed that respondents agreed that all the items are strategies for effective management of business teacher education in Nigerian colleges of education.



Research Question 4: What are the strategies for effective organization of business teacher education programme in Nigerian colleges of education?

Table 4: Mean rating of strategies for effective organization of business teacher education programme in Nigerian college of education.

S/N	Strategies	Mean	SD	Decision
1.	Establishing and strengthening functional collaboration between institutions and industries	3.59	.69	Agree
2.	Seeking funds through sponsorship and partnership with industries, NGOs and philanthropists	3.46	.71	Agree
3.	Embarking on aggressive public enlightenment campaign to combat public apathy towards business teacher education	3.47	.82	Agree
4.	Deliberate efforts at self-development by professional business educators	3.20	.77	Agree
5.	Constant review of the business education curriculum	3.24	.74	Agree
6.	Obtaining accurate information and data concerning available resources	3.70	.72	Agree
7.	Definition of priorities in clear terms to college management	3.32	.78	Agree
8.	Designing and sticking to a well-planned maintenance schedule	3.26	.76	Agree
9.	Getting regular input and feedback from staff and students	3.44	.73	Agree
10.	Domesticating the contents of the NCCE minimum benchmark to suit the peculiarities of the local environment	3.58	.75	Agree

N = 132, Decision rule = 2.50, Cluster mean = 3.43

Results in table 4 revealed that business educators agreed that all the items are strategies for effective organization of business teacher education programme in Nigerian colleges of education.

Discussion of Findings

The findings in table 1 revealed that poor funding, inconsistent policy making and infrastructural deficit are some of the challenges hindering effective management of business teacher education programme in Nigerian colleges of education. This finding supported the observation of Oduma (2020) that underfunding and acute shortage of functional facilities are some of the challenges of educational management in Nigeria. Furthermore, findings in table 2 indicated that poor working conditions, societal apathy and indiscipline are some of the challenges to effective organization of business teacher education programme in Nigerian colleges of education. This finding buttressed the opinion of Nwachukwu (2012) that insufficient staffing, poor remuneration and nepotism are some of the challenges militating against administration and supervision of business education.

In other dimension findings in table 3 implied that adequate funding, construction of adequate classrooms; workshops and laboratories are some of the strategies for effective management of business teacher programme in Nigerian colleges of education. This finding corroborated the position of Atakpa (2012) that adequate funding and the engagement of the right calibre of people are some strategies to tackle the challenges encountered by administrators of business education. Lastly, findings in table 4 showed that collaboration between institutions and industries as well as sourcing funds from philanthropists and NGOs are some of the strategies for effective organization of business teacher education in Nigerian colleges of education. This finding supported the assertion of Onyesom et. al. (2012) that institution – industry collaboration and non-dependence on funds from the government alone are some of the strategies for moving business education forward in Nigeria.

Conclusion

Based on the findings of this study, it was concluded that inadequate funding and societal apathy are major challenges to the effective management and organization of business teacher education while adequate funding, provision of relevant infrastructure and accurate data are some of the pivotal strategies for effective management and organization of business teacher education. The implication is that effective management and organization have been hindered by multidimensional challenges however the challenges can be successfully overcome if appropriate strategies are adopted by all the stakeholders involved in the execution of the business teacher education.



Recommendations

Based on the conclusion of this study it was suggested that:

1. Managers of business teacher education programme in colleges of education should devise productive means of raising internally generated revenue instead of begging cap in hand for government meagre funding.
2. Managers of business teacher education should embark on aggressive public enlightenment campaign towards improving the image of business teacher education programme for members of the public to appreciate.
3. Organizers of business teacher education programme should liaise with public-spirit individuals and organizations to provide relevant and functional facilities for the effective implementation of the business teacher education curriculum.
4. Organizers of business teacher education programme should establish a workable record-keeping system so that accurate information and data will be released to enhance effectiveness in the organization of business teacher education in Nigeria colleges of education.

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INHIBITIONS AND REWARDS OF PROFESSIONALIZATION OF BUSINESS EDUCATION PROGRAMME IN NIGERIA

UMEZULIKE ANTHONIA NGOZI (ASSOCIATE PROFESSOR) MIVETA; MABEN

Department of Vocational Education,
Chukwuemeka Odumegwu Ojukwu
University, Igbariam Campus
toniaumezulike@yahoo.com;
an.umezulike@coou.edu.ng
07067650365,0807676269

Abstract

The Association of Business Educators of Nigeria (ABEN) is a professional organization committed to the promotion and advancement of business education programme in Nigeria with the Motto: Business Education, Our Business. Business educators are professionally qualified personnel in the field of business and education, engaged in classroom teaching and administration in the public or private sectors and others that are duly accredited and professionally accepted in related subject area. Though the programme received laudable acceptance by the government in the National Policy on Education, but it is unfortunate that the Association is not well recognized by the government (federal, state and local government) as they do with Nigeria Medical Association (NMA), Nigerian Bar Association (NBA) etc. What could be contributing to this lip service attitude by the government towards the programme? Thus, this paper is out to find, factors that are inhibiting successful rewards and sustainable professionalization of Business Education programme in Nigeria. It was observed that: non- central quality examination, free entry and exit of teachers, lack of association's autonomy for admission and sanctioning of airy members etc were some of the inhibitions towards successful rewards and sustainable professionalization of ABEN. It is recommended among other things that government should allow ABEN the autonomy to act and admit members as it was done in other professions like NBA, NMA.

Keywords: *Inhibitions, Rewards, Successful, Sustainable, Professionalization, Business Education*

Introduction

In every society in the world, there is always the need for a highly skilled and disciplined work force. Societies became better off economically, socially, mentally, physically and otherwise when they have citizens who are literate and intelligent and who have the cause of the nation at heart. When people are able to understand, identify with the country's philosophy, aspirations and goals, development become easier, and the government will have lesser problems in leadership since the majority are aware of their rights and obligations.

Sound development of a nation occur as a result of effective functions of their teachers. No nation rises above their caliber of teachers. A nation characterized by low and middle level man power can hardly boast of any major breakthrough in any sphere of life. Mishra (2018) maintained that the need for highly skilled person becomes very essential for any meaningful achievement to be made. That is to say, it is worthwhile to realize that both adult and young need to be trained in such a way that they can show function effectively in the society.

There is need to develop the right attitude in them as this in itself will help them to achieve the nation's goals and objectives. For instance at the national level, the people need to be made to appreciate the dignity of the labour. The result of this will be seen in their attitude to work. If a society believe more on consumption rather than production, its citizen will show poor attitude to work. Such nation will forever remain poverty stricken and underdeveloped.



Njoku (2006) stressed that another important factor to be considered when developing a nation is ability on part the work force to secure and exhibit the right competencies. That if the right competencies and good attitude to work are built in individuals, they will take bold steps to develop sound skills and proficiency to work. Having considered this, the need for professions and professionals at various fields of study becomes very imperative and crucial.

Business education is a body of knowledge which aims at preparing recipients for positive role in the society. Such role could be as employee, entrepreneur or as self-employed. Aina (1996) observed that business education is not expected to seek out, identify, create or anticipate human wants and needs, but also is required to create all the gamut of goods and services that are needed to satisfy those human wants and needs.

If the goal of business education is the production of man power who possesses the requisite knowledge, skills and attitude for harnessing other resources and bringing them into a co-operative relationship, business educators must be highly skilled and knowledgeable. (I.e must be a professional.

Concept of Profession and Professionalization

The word profession has been defined as an occupation that can claim exclusive technical competence and also adheres to ethics of professional conduct. That is say that, profession is a calling in which one professed to have acquired special knowledge used by either instructing, guiding or advising others or serving them in a specific area.

According to Yusuf, Afolabi and Oyetayo (2014), a profession is an occupation or vocation that requires special skills, knowledge and qualification that will enable one secure high social status. It is a job that requires special skills or knowledge through special training with a high level of education; and it utilizes functional education and mental ability rather than manual or physical labour. Dada and Fadokun (2010) maintained that a profession entails an occupation that is dependent upon specialized intellectual study and training for the provision of skilled service to other members of the society, government and non- governmental agencies for a definite fee or salary. Orubite (2010) posits that a profession is a paid job that requires prolonged training and liberal or formal educational qualification. The term profession as defined by Carr Saunders cited by Mishra (2018) is an occupation based upon specialized intellectual study and having the purpose of which is to supply skilled services or advice to other for definite fee or salary.

Professionalization refers to a distinct task which could only be performed meaningfully by an individual who has been initiated, trained and assessed (Njoku, 2006). A job identified as a profession could not be performed by a member of another profession to the satisfaction of the original member or group. In the case of some groups, modes of assessment for potential members exist which further means entry into the profession is regulated. Code of behaviour also exists, which means that ethical standards are set. Professionalization is a vocation that requires special skills and knowledge. It is a job that utilizes functional education and mental abilities rather than manual or physical labour. Orubite (2010) view professionalization as an occupation in which members acquire a body of systematic knowledge on which their work with people is based, develop group feeling and responsibility, assume attitude of moral concern towards clients and join together in association to advance the vocation and control members conduct through established ethics. Pratte and Rury (2011) argue that a profession is an occupation with enviable remuneration and high social status.

Furthermore, Orubite (2010) posits that, a profession is a paid job that requires prolonged training and liberal or formal educational qualifications. According to Dada and Fadokun (2010), a profession entails an occupation that is dependent upon specialized intellectual study and training, for the provision of skilled service to other members of the society, government and non-governmental agencies for a definite fee or salary.



These definitions show distinct characteristics that could be attached to a vocation or occupation to portray them as a profession. Some of these characteristics are extensive but may not include every attribute that has been ascribed to profession. This is because, the search for standardized criteria by which a vocation/occupation can be recognized as a profession has been on for years; yet there is still disagreement on a universally acceptable list of the characteristics of a profession (Dada, 2010). This brings us to the discussion on the criteria of a profession.

Characteristics of a Profession and Professionalization

A true profession according to Ndinechi (1996) and Umezulike (2018) must have the following characteristics:

- i. A common body of knowledge acquired after a long period of specialized intellectual study and training with continuous learning throughout the career
- ii. A controlled admission to the profession which is done by specifying the pre-requisite for entry into training, the probable duration of training, the basic knowledge required for practice of the occupation and minimum qualification required before one will be admitted
- iii. A strong professional association which enables the profession to meet its goals and advance the welfare of its members
- iv. Clearly defined code of conduct (ethics) which must specify standards of practice strictly to be observed by the members so as to guide their behaviour
- v. A strong professional organization which guides the interest of its members as well as codifies the entire professional framework
- vi. An association with independence and freedom to practice without any interference
- vii. An association with high degree of autonomy to exercise professional duties to individual members and for the profession as a whole

Concept of Professionalism

Professionalism is said to be acting appropriately and in a manner that is acceptable to general body. It is completing one's tasks and responsibilities on time. It can also be defined as the proper attitude and conduct of a person. It is a valued quality that has friendly, polite and business-like characteristics. It is a necessary trait for every employee and business. Hence, it also refers to any activity of man accompanied with the afore stated characteristics. Thus activity is based on intellectual action along with personal responsibility. Adesina (2015) maintained that professionalism is linked to building into teaching career, some control device to ensure that the practitioners are worthy members of the profession. Oyekan (2010) defined professionalism as a process involving improvement in the status and practice of the occupation as the practitioner continually upgrades the knowledge, skills and attitudes required for effective and efficient professional practices.

Professionalism is a means of forming a professional body. Thus, a professional body is a non-profit organization seeking to further a particular profession, the interest of individual engaged in that profession and for the public interest. Professional body can equally be seen as a group of people in a learned occupation who are entrusted with maintaining, controlling and overseeing of the legitimate practice of the occupation. The major role of a professional is to develop and monitor professional programmes, update skills and thus perform professional certification to indicate that a person possesses qualification in the subject area. Examples of professional bodies include: Nigeria Medical Association (NMA), Nigeria Bar Association (NBA), Institute of Certified Accountant of Nigeria (ICAN), Association of Business Educators of Nigerian (ABEN) etc.



Professionalism is not something that can come overnight. Nonetheless, some people seem to possess certain traits and characteristics that make it easier for them to adopt professionalism. In other words, all the skills required must be inculcated through role modelling and situations that can bring out the qualities of a professional. For this to happen, we must not only select the best candidates but have the best programme that permits these candidates to develop the qualities of a true professional. As such, it is imperative that the education component of our curriculum must focus on this guidelines to enable professionalism excel.

The History of ABEN

The Association of Business Educators of Nigeria (ABEN) is a professional organization that is committed to the promotion and advancement of Business Education in Nigeria. Their motto reads thus: "Business Education, our Business". The association was inaugurated as the Nigeria Association of Business Education (NABE) at the Ahmadu Bello University (ABU), Zaria on March 30, 1984. The founder and initiator of the association was Dr. M.O. Anyaduba, a lecturer in the Vocational Technology under the School of Business, University of Nsukka, when he went for sabbatical leave at ABU, Zaria. The nomenclature ABEN means Association of Business Educators of Nigeria. It was finally registered under the Companies and Allied Matters Act Degree of 1990 as the Association of Business Educators of Nigeria (ABEN) in January, 2006 with Registration Number: **N.CAC/IT/NO.20181**.

Aims and Objectives of ABEN

The aims and objectives of ABEN shall be:

1. To bring together Business Educator in Nigeria
2. To create, foster relationship and assist subsidiary chapters composed of persons of acceptable professional standards in all the States of the Federation
3. To cooperate with governments through their agencies, the private sector and examining bodies for the improvement of business education and teaching profession in Nigeria
4. To serve as a unifying body between institutions and business communities in the country and to promote business education through curriculum development and other means within the framework of educational organization
5. To arrange conferences, symposia, seminars and workshops in Business Education for Business Educators and the business community
6. To promote the professional growth of Business Educators
7. To publish professional journals, books and newsletters for the purpose of disseminating information relevant to the improvement, reinforcement and updating of instructional methodology.

Source: ABEN Constitution – RC NO: N.CAC/IT/NO.20181-abennigeria.net

Traits of ABEN as a Profession (Inhibition and Rewards of Professionalization of ABEN)

Belonging to a professional body is one of the attributes of a profession. But it is quite unfortunate that teaching of business education is dominated by uncertified business educators and governments (federal, state and local government) on their own part are not perturbed, though the programme received laudable acceptance in the National Policy on Education. What could be contributing to this government paying lip service towards strong acceptance and substantive recognition of business education programme in Nigeria?



The writer through direct interviews and observations gathered the following facts as the major challenges that are hindering successful and sustainable professionalization of Business Education Programme in Nigeria.

1. **Lack of Autonomy:** Teaching profession (business education inclusive) lack autonomy as to determine whom be admitted into teaching profession. This is evidently proved during teachers' recruitment at various levels. It will be recalled that the establishment of Teachers Registration Council of Nigeria (TRCN) by the Federal Government was to ensure that only personnel with adequate education background and duly certified will be admitted to teach in schools (tertiary, secondary and primary levels). But today, our school systems are filled up with uncertified teachers because teaching profession (business education inclusive) is seen where people who failed to be accommodated in their various profession can be settled and managed pending the time they will be admitted in their rightful profession.
2. **No Common Certified Examination:** In teaching profession, there is no central examination as in medicine, law etc profession. Though recently, the TRCN had introduced common examination to be taken by undergraduates before their graduation/induction, still recruitment of teachers without education background are still going on, especially at tertiary level.
3. **Political Interference:** Our political leaders contribute a lot towards non-professionalization of business education programme. This is true because information got from Business Education Department in most Colleges of Education and Universities revealed that more than 90% of their teaching staff are not business educators. Making further investigations, it was discovered that majority of them came in from government list which can never be possible in professions like: engineering, law, medicine etc. This shows lack of ABEN autonomy for admission.
4. **Free Entry and Free Exist:** Since teaching appointment is open for all, one is free to secure appointment as he/she wishes, if he/she has somebody in the government and exist when he/she find a better paid job. This makes teaching mockery rather than being a substantive and viable profession.
5. **Poor Funding:** Evidence from government budget on education revealed that professional programmes like law, medical, engineering etc, received higher allocation than education. 2014 -2018 federal government facilities disbursement revealed that education received least allocation of #1.2 billion while medical and engineering received #3.4 and #3.9 billion respectively. This shows that government has more likeness to sciences and engineering as the only sources for economic and national development, forgetting that education is the faculty that breed all the programmes. Thus, business education has proved to be the most potent instrument in man's struggle for survival, growth and development and the teacher remains its pivot.
6. **Public Misconception and Disregard on Business Education Programme:** Many people (parents and guardians) see business education as programme for not well to do individual thereby banning their children and wards from enrolling into the programme. Their hatred did not stop with public misconception but goes as far as influencing government position in the association as a professional body.



7. **Non-challant Attitude on part of the National Assembly Members:** The laissez-faire attitude on part of the National Assembly members in passing the final bill towards making ABEN a recognized and substantive professional body had been a source of concern to the entire ABENITES. All the necessary documents have been submitted. The documents have pass first and second stages since 2012, yet the third (ie the final stage) is still awaiting. The writer is attributing the delay to corruption on part of the National Assembly members. Maybe they are waiting for the association to give them bribe before they will make the final declaration.
8. **Inability of the ABEN to Maintain Standard Code of Ethics:** Professionals usually have well defined code of ethics to regulate the conduct of their accredited practices. Unfortunately, ABEN has little of no influence on matters of policies making for auditing and registering professionally qualified persons into the profession. That is they (ABEN) lacks the control and the legal backing to enforce the standards set by them on their members.
9. **Mistrust on Part of Some Branch ABENITES:** Some members of ABEN are dubious and therefore extort money from fellow members in the name they are forming a state branch. Some who willingly form a branch failed to inform members within the state that they are floating a branch until they fill up elective positions. They will inform members within the state about the branch, when money is needed. Thus, the association is not form for the public interest but for their selfish interest. In a situation where members are not being transparent in their dealings, how do the association come together to mount pressure for government to give them recognition.
10. **Poor Attendance of Members to In-service Training:** Regular staff training is one of the basic attribute of a profession. The writer observed with dismay that majority of business education graduates who were able to secure employment or establish their own businesses after graduation failed to attend regular refreshment programmes in order to update their knowledge and skills in line with the current global changes. They see conferences, seminars and workshops attendance as waste of time and money, forgetting that knowledge expires like vehicle licenses that required renewal within a specific period of time. This can contribute to government delay in given the association freedom of existence (autonomy).
11. **Non-inclusion of ABEN Members During Policy Making:** Government tends to give more opportunities to some groups than others. They see the entire education as one, forgetting that there are many programmes within education faculty. Odemuyiwa (2012) stressed this in his welcome address as National President of ABEN at Federal Polytechnic, Nekede Owerri, Imo State. He decried that, it is disheartening to note that no Business Educator is used during the Curriculum Review exercise in 2009. This according to Odemuyiwa has led to non-inclusion of Business Education in the recently published Benchmark for post graduate programmes in Education in the Nigerian universities.

Benefits to be Accrued if ABEN is Given Full Professional Recognition

The following are possible benefits ABEN members and the general public will enjoy if ABEN is allowed to practice professionally:

1. ABEN will have autonomy over admission and recruitment of right personnel in teaching and office work just like in other professional bodies (law, medicine, engineering etc). There will be no more political interferences.



2. Standards should be set for practitioners to observe and apply just like other viable profession. This could take the form of common standard examination and qualification one must have to obtain before he or she will be allowed to practice as a professional business educator.
3. Code of conduct should be made available and known in every institution or establishment where business education is offered or practice.
4. There should be strong enforcement of the law and defaulters will be given desired punishment and sanctions
5. ABEN autonomy will enable the association to be strong enough to defend the right and welfare of their members
6. No policy or review in curriculum concerning the association will be taken in their absence
7. The general public will appreciate and respect the association (promoting professional growth of business educators in Nigeria)
8. The association will pursue for their proper funding to enable her provide necessary facilities and materials required and not government or institutions management providing obsolete and irrelevant materials and facilities
9. It will bring about strong unity and progress among the members, as members will begin to enjoy unbiased freedom
10. As there will be regular checks and balances of members abilities to adapt to modern technological usage and advancement. No member will like to lag behind as regards updating and refreshing his or her knowledge and skills towards application and usage of modern technologies
11. There will be regular provision of vital information to business educators as to enable them prepare today's business education students for tomorrow's workforce
12. There will be enhancements in remuneration, welfare packages and other fringe benefits in business teachers' career structure thereby making teaching profession more attractive, rewarding and satisfactory.

Conclusion

Business Education remains the foundation of human resource development which provides knowledge, skills, attitudes and understanding needed to perform in education and business world as a producer or consumer of economic goods and services.

Professionalization of ABEN will continue to be a mirage rather than a reality unless government will grant the association total freedom and autonomy to practice like other professional bodies such as medicine, law etc. When ABEN is granted autonomy to practice, she will set out strong code of ethics to check excesses of defaulters and fakes for optimum service delivery, economic and national development.

Recommendations

Based on the writer's observations, submissions and conclusions, the following recommendations were made:

1. The TRCN should storm into various academic institutions and enforce the management to implement the government's directives by relieving all the teachers without teaching qualification their appointment
2. There is also need for teaching profession to increase the number of years one will spend if he/she wishes to join teaching profession because only one year course programme (PGDE) is not enough to qualify one to be a professional teacher. Just as in medical or bar profession where one must stay 5 – 6 years before he/she will be admitted, even if the person is a professor before he/she secure admission to study
3. Government and National Assembly should as matter of urgency grant ABEN fully autonomy to practice as an independent body if Nigeria will be capable of producing and providing efficient and strong human resources, economic and capital development



4. Information gotten from some members showed that they stopped attending ABEN conferences because editorial bodies are not fair in publishing articles. ABEN executives at the national level should therefore carry every member along and stop being selective as regards publishing articles in ABEN annual journal
5. National and state branch executive of ABEN should be role models and live up to expectations by being transparent in their leadership and dealings for solid and unbiased attainment of common professional goals.

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ADEQUACY OF EDUCATIONAL RESOURCES FOR ENHANCING SKILL ACQUISITION AMONG BUSINESS EDUCATION STUDENTS FOR JOB CREATION IN TERTIARY INSTITUTIONS IN ANAMBRA STATE

¹**Ndubuisi, Ikechukwu Samuel**

School of Business Education
Federal College of Education
(Tech), Umunze

E-mail: ndubisiekena2@gmail.com

²**Ezeani, Chukwuebuka Francis**

ezeanichukwuebukaf@gmail.com

³**C. M. Ile**

Department of Technology and Vocational Education
Nnamdi Azikiwe University, Awka

E-mail: ilechika2011@yahoo.com; cm.ile@unizik.edu.ng

Abstract

This study determined the adequacy of educational resources for enhancing skill acquisition among business education students for job creation in tertiary institutions in Anambra State. Two research questions and two null hypotheses guided the study. The study adopted descriptive survey research design. The population of the study comprised 98 business educators from four tertiary institutions that offered business education programme in Anambra State and there was no sampling. A 30-item structured questionnaire validated by two experts in the field of business education and measurement and evaluation was used for data collection. The reliability of the instrument was established using trial-testing and data analyzed using Cronbach alpha yielded correlation index of 0.88 and 0.91 for clusters B1 and B2 respectively with an overall coefficient value of 0.90. Data were analyzed using mean, standard deviation and t-test. Findings showed that human and physical resources provided for enhancing skill acquisition among business education students for job creation were lowly adequate. It was further revealed that gender did not significantly influence business educators' mean responses on the adequacy of human and physical resources provided for enhancing skill acquisition among business education students for job creation. The researchers concluded that a lot still need to be done by government in the area of providing adequate number of human and physical resources to business education programme in tertiary institutions in Anambra State. Based on the findings, it was recommended among others that federal and State governments should give business education department permission to recruit more qualified business educators so that they will have manageable workload. This will enhance skill acquisition of students for job creation.

Key Words: Adequacy, Educational Resources, Business Education, Skill Acquisition

Introduction

Skill acquisition is vital for Nigeria to grow economically, particularly in this era of economic recession. The Federal Government of Nigeria recognized skills acquisition and development as an important factor in the drive to enhance productivity, reduce youth unemployment and achieve sustainable economic development (Nwaukwa, Iloeje, Nzeh & Nwagu, 2018). Skills refer to abilities, capabilities, aptitude and expertise acquired through deliberate, systematic and sustained training necessary to adaptively perform job functions effectively. A skill is the learned ability to carry out a task with pre-determined results often within a given amount of time, energy or both (Uchendu, 2015). Skill is the ability to do something well, usually gained through training or experience. Vanpatten and Benati (2010) saw skill as the ability to do rather than underlying competence or mental representation. To clarify this concept, Masumeh (2014) identified nine defining attributes of a skill from a psychological perspective as follows: skill is learned, skill involves motivation, purpose and



goals, skills require content and context knowledge, skills are performed and transferred in the presence of specific stimuli, skill involves problem solving relevant to the context, skill involves relative judgments with individual differences in skill performance evident, standards of excellence are important, skill involves comparable replication, and considerable periods of time are required to reach high levels of skill.

Skills acquisition refers to ability to be trained on a particular task or function. It is a form of training of individuals or group of individuals to acquire skills needed for self-sustenance (Idoko, 2014). Skill acquisition is the manifestation of idea and knowledge through training geared towards instilling in the youths the spirit of entrepreneurship needed for meaningful development (Douli, 2012). Skill acquisition is a major tool for extreme poverty and hunger eradication with the aim of creating an avenue for jobs and wealth which will bring self-reliance and sufficiency and, contribute to the growth and development of a country's economy (Isaac, 2011).

Skill acquisition is the ability to be trained on a particular task or function (Mike, 2014). Idoko (2014) posited that skill acquisition requires the gathering of various abilities that enhance task execution through the coordination of both theoretical and practical form of knowledge. It involves the training of people in different fields of trade under a legal agreement between the trainers and the trainees for certain duration and under certain conditions. Nwaukwa, lloeje, Nzeh and Nwagu (2018) stated that skill acquisition leads to employment generation in small and medium enterprises such as computer business centers, book binding centers, laminating centers, computer sales, computer training, internet centers (cybercafe), business registration, photocopying centers, reprographic, and printing press among others.

According to the Development Education Center (2019), skill acquisition and youth development are emphasized in Nigeria to meet the following needs: reduction in youth unemployment rate, diversification of job opportunities, effective function, crime reduction, employment generation and national development.

Equipping students with relevant skills is an important mandate of business education programme at both secondary and tertiary education in Nigeria (Federal Republic of Nigeria (FRN), 2013). This is noted in the policy statement of National Policy on Education (FRN, 2013) which expressly stated that the primary goal of business education is to produce skillful and dynamic business education graduates for gainful employment or self-employment. In line with this expressed policy objective, Ubulom and Enyoghasim (2012) defined business education as a programme of study that equips students with knowledge, attitudes, skills and competencies needed to become productive members of the society. Ubulom and Enyoghasim stated that business education programme equips its recipients with skills such as communication skills, computation skills, personal reliability skills, economic adaptability skills and group and organizational effectiveness skills. With numerous opportunities available to business education graduates, the programme is believed to be a veritable tool for sustainable development, and tackling widespread graduate unemployment. Additionally, *business education programme* develops students' managerial and business decision-making skills and practical experiences in form of industrial training (IT).

Osuola maintained that these skills are highly needed by business education graduates for gainful employment as employees or self-employed. Similarly, Ubulom and Enyoghasim (2012) posited that business education students are equipped with entrepreneurial skills to establish small scale businesses like photocopying, computer and internet centers, computer and phone repair, and phone accessory sales, computer training, printing press, rental services, and land and house agency among others and manage them successfully. With these opportunities, business education is believed to be a veritable tool for sustainable development and tackling widespread youth unemployment.

Similarly, Kao and Mao (2011) posited that training in business education programme enables students to acquire a set of strategic, analytical, managerial and decision-making skills to effectively deal with problems in the real world. Business education also teach creativity skills, innovative skills, problem-solving skills, decision-making skills, information and communication technology skills and critical-thinking skills among others. Business education *provides trainings to equip recipients with* technical skills, managerial skills, communication skills and business decision-making capability (Ezeani, 2011). These courses thus incorporate and practical experiences, in the form of presentations, industrial visits, and interaction with experts from the industry. No wonder developed countries such as China, Canada, and USA are investing heavily in business education programmes so as to improve the quality of students' skill acquisition for national development.



Equipping business education students with relevant skills requires human and physical resources. Ndinechi and Nwogu (2015) in agreement stated that for business education programme to meet up with its expectations both in input, process and output, laid down minimum academic standards for personnel, physical facilities, library and information, academic content and leadership must be met. The National University Commission (NUC), National Board for Technical Education (NBTE), and National Commission for Colleges of Education (NCCE) set some minimum standards for running business education programmes. These minimum standards include entry requirements for students, provision of teaching and learning resources, and the qualifications of personnel in the institutions. Though, the Nigerian government through the Federal Ministry of Education are constantly making policies to ensure that the standard of business education programme is improved, however, it is one thing to make sound policies, and another thing to implement these policies effectively and efficiently without the right quality and quantity of resources in business education departments (Osarenren-Osaghae & Isabor, 2012).

Educational resources refer to all human, material, non-material, audio-visual, school environment and community materials available in an academic environment to facilitate and simplify the teaching and learning process (Usman, 2016). Educational resources also include other fundamental materials used in the school to make teaching very easy and learning more meaningful and comprehensible to the learners. Educational resources cover all those materials human and non-human, drawn or photographed, built manually or electronically operated, books and all forms of related materials used in teaching and learning process. Usman (2016) listed types of educational resources for teaching as human, materials/physical, financial, time, and information and communication technology (ICT) resources. This study however covered human and physical resource needs for enhancing skill acquisition of undergraduates for job creation.

Human resource constitutes a vital vein of any institution. According to Usman (2016), human resource in the school system includes teachers, support staff in the school, students, parents, community members and a host of other interest and social groups. In the context of business education programme, human resource involves all the members of staff from the highest to the lowest. The whole members of staff contribute in one way or the other, either directly or indirectly to the success or failure of the programme. There are also some groups of the human resource who are mostly concerned and pointed at whenever the issue of educational failure is raised. These include lecturers (academic staff), technologists and so on. All these personnel work together to see that students acquire requisite skills. Truly, no educational programme can succeed without good and devoted teachers backing the programme up. For business education programme to be effectively implemented adequate and competent lecturers (human resource) have to be available to handle the programme. Human resource in business education differs in characteristics relative to gender (male/female). Gender is a construct used to distinguish between male and female business educators. It is a social construct and not biologically determined but a concept equivalent to race or class (Offorma in Ezech, 2016). These characteristics can influence the opinion of business educators on their ratings of human and physical resources for enhancing skills acquisition among students for job creation. In agreement, Ndinechi and Nwogu (2015) reported that gender influenced academic staff opinions on the extent of availability of human resources. However, Eze and Obi (2015) discovered that gender did not significantly influence academic staff opinions on the extent of availability of physical resources for teaching technology subjects.

Physical resources are the tangible resources that can easily be seen and observed in any institution. The physical resources may not be the same in all institutions. In the educational system, the physical resources would include the classrooms/lecture rooms, staff offices, vehicles, health centers, lavatory facilities, library, laboratory, and so on, which directly or indirectly contribute to the achievement of goals. Akomolafo and Adesua (2016) stated that physical resources refer to the school buildings, classrooms, library, laboratories, lavatory facilities, offices and other materials and infrastructure that would likely motivate teachers to teach, and students to learn. Similarly, Ndinechi and Nwogu (2015) opined that physical resources are one of the environmental factors that influence teaching and learning in Nigerian tertiary institutions. Ndinechi and Nwogu listed physical resources in business education to include classrooms, lecturer theatres, laboratories, studios, staff offices, computer laboratories, and internet access. Accordingly, Nepal and Maharjan (2015) noted that physical resources provide and maintain safety, cleanliness, and creativity of the learning environments to the students which encourage students' high achievement. Physical resources strive to give business education students a comfortable learning environment in which they work and learn. Nepal and Maharjan revealed that in developing countries (Nigeria inclusive), low quality of learning



among students can partly be attributed to inadequacy of physical resources in schools. Additionally, Okpuzor (2012) noted that shortage of physical resources affect the quality of teaching and learning in business education programme. Quality diminishes when the resources needed for teaching and learning in business education are inadequate or not available. The detrimental effect of this is that business education students perform far below expectation in their examinations and lack necessary skills and competencies for gainful employment or self-employment after graduation.

Adequacy of educational resources is essential if business education lecturers are to enhance skills acquisition. Adequacy is a condition of being enough in quantity and good enough in quality for a particular purpose or need (Ugwuanyi, 2013). Ugwuanyi opined that adequacy of human and material resources constitute a strategic factor in the effective teaching of business education courses. This is because, they determine to a very large extent the smooth functioning of the programme. The author further posited that both availability and adequacy of resources influence efficiency and high productivity in teaching. According to Okolocha and Ihionkhan (2015), in some business education programmes in Nigeria, there is inadequacy of human and material resources for teaching of courses. This supports the earlier findings of Amiaya (2013) which revealed that business education programme faces the problem of inadequacy of resources which hamper acquisition of skills needed for self-reliance.

Business education students in tertiary institutions upon graduation are supposed to be job creators, but contrary to these expectations, most of them roam the streets for years searching for very scarce white-collar jobs. This is because, they are inadequately equipped with relevant skills probably due to the fact that business education programme is not up-to-date with required resources (human and physical) as found in the programme in other parts of developed countries. When there are shortage of resources in business education programme, there is a huge gap in area of skill acquisition.

Providing the right quality and quantity of human and physical resources can help in creating a conducive learning environment for teaching and learning of skills (Osarenren-Osaghae & Isabor, 2012). Osarenren-Osaghae and Isabor stated that physical resources are needed to bring about quality skilled business education graduates that can help in reducing youth and graduate unemployment in Nigeria. According to the report of National Bureau of Statistics (NBS) (2020), the unemployment rate in Nigeria has increased from 23.1% in 2019 to 27.1% in the 2nd quarter of 2020 and is projected to hit 40.1% by the end of 2020. Considering the high unemployment rates among graduates (business education graduates inclusive), it is assumed that skill acquisition in business education programme in tertiary institutions in Nigeria has not been achieved. This may be attributed to inadequacy of educational resources in business education departments in tertiary institutions in Nigeria especially in Anambra State. Therefore, this study deems it necessary to determine the adequacy of human and physical resources for enhancing skill acquisition among business education students for job creation in tertiary institutions in Anambra State.

Research Questions

The following research questions guided the study:

1. To what extent are human resources provided for the business education programme adequate for enhancing skill acquisition for job creation in tertiary institutions in Anambra State?
2. To what extent are physical resources provided for the business education programme adequate for enhancing skill acquisition for job creation in tertiary institutions in Anambra State.

Hypotheses

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

1. There is no significant difference in the mean ratings of male and female business educators on the adequacy of human resources provided for enhancing skill acquisition among business education students for job creation in tertiary institutions in Anambra State.
2. There is no significant difference in the mean ratings of male and female business educators on the adequacy of physical resources provided for enhancing skill acquisition among business education students for job creation in tertiary institutions in Anambra State?



Method

This study adopted descriptive survey research design. The population of the study consisted of 98 business education lecturers from four tertiary institutions offering business education courses in Anambra State. The whole population was studied because the population was not too large. The instrument for data collection was a structured questionnaire titled "Adequacy of Educational Resources for Enhancing Skill Acquisition for Job Creation (AERESAJC). The questionnaire was divided into two- parts A and B. Part A was designed to elicit demographic information of the respondents such gender while parts B consists of 30 items in two clusters B₁ to B₂ which are structured on a 5-points rating scale of Very Highly Adequate (VHA) – 5, Highly Adequate (HA) – 4, Moderately Adequate (MA) – 3, Lowly Adequate (LA) - 2 and Very Lowly Adequate (VLA) -1. The face and content validity of the instrument was established using the opinions of two experts in the field of business education and one expert in measurement and evaluation. Trial-testing method was used to determine the reliability of the instrument using 20 business education lecturers in tertiary institutions in Enugu State who were not part of the study population. Data collected in the trial-testing were analyzed using Cronbach Alpha which yielded coefficient values of 0.88 and 0.91 for clusters B₁ to B₂ respectively with an overall coefficient value of 0.90. The researcher personally administered copies of the questionnaire on the respondents with the help of two research assistants adequately briefed. Out of 98 copies of questionnaire distributed, 91 were retrieved and used for data analysis. Data collected were analyzed using mean and standard deviation to answer the research questions and determine the homogeneity of the respondents' opinions. The t-test was used to test the null hypotheses at 0.05 level of significance. A hypothesis was rejected where the p- value is less than the alpha value of 0.05 but accepted where the p-value is greater or equal to the alpha value.

Results

Research Question One

To what extent are human resources adequate for enhancing skill acquisition among business education students for job creation in tertiary institutions in Anambra State?

**Table 1: Respondents' mean ratings and standard deviations on adequacy of human resources for enhancing skill acquisition for job creation
N = 91**

S/N	Items on Human Resources	\bar{X}	SD	Remarks
1	Business educators lecturing in the department	2.07	0.78	Lowly Adequate
2	Business educators with required academic qualifications lecturing in the department	1.59	0.51	Lowly Adequate
3	Business educators belonging to professional bodies such as ABEN and TRCN	2.57	0.86	Moderately Adequate
4	Business educators with relevant industrial experiences lecturing in the department	2.23	0.98	Lowly Adequate
5	Business educators who knows the methodology for effective teaching of business education courses	3.50	0.70	Highly Adequate
6	Qualified technologists	2.39	0.89	Lowly Adequate
7	Business educators with required ICT competencies	3.64	0.91	Highly Adequate
8	Business educators with relevant pedagogical competencies	2.37	0.70	Lowly Adequate
9	Business educators handling specialized areas in the department	2.40	0.81	Lowly Adequate
10	Business professionals not business educators lecturing in the department	2.60	0.76	Moderately Adequate
11	Experienced business educators lecturing in the department	2.41	0.87	Lowly Adequate
12	Business educators who engage in regular researches lecturing in the department	3.51	0.64	Highly Adequate
13	Business educators who attend regular seminars, conferences and workshops	3.54	0.71	Highly Adequate
Cluster Mean		2.21		Lowly Adequate



Data in Table 1 show that out of 13 items on adequacy of human resources for enhancing skill acquisition among business education students for job creation, items 5, 7, 12 and 13 are highly adequate with mean scores ranging between 3.50 and 3.64; items 3 and 10 are moderately adequate with mean scores ranging between 2.57 and 2.60 while the remaining seven items are lowly adequate. The cluster mean score of 2.21 shows that on the whole, human resources provided for enhancing skill acquisition among business education students for job creation are lowly adequate. The standard deviation shows that there is homogeneity in respondents' responses.

Research Question Two

To what extent are physical resources adequate for enhancing skill acquisition among business education students for job creation in tertiary institutions in Anambra State?

Table 2: Respondents' mean ratings and standard deviations on adequacy of physical resources provided for enhancing skill acquisition of students for job creation N = 91

S/N	Items on Physical Resources	X̄	SD	Remarks
14	Well ventilated departmental classrooms/lecture rooms for teaching of business education courses	1.47	0.68	Very Lowly Adequate
15	Business education computer laboratory/ studio	3.56	0.71	Highly Adequate
16	Functioning computers in the computer laboratory/studio for teaching of courses	1.57	0.56	Lowly Adequate
17	Working typewriters in the typing pool	1.43	0.62	Very Lowly Adequate
18	Well ventilated typing pool	1.30	0.65	Very Lowly Adequate
19	Spacious offices for business education lecturers	2.39	0.89	Lowly Adequate
20	Well-furnished HOD's office	3.57	0.91	Highly Adequate
21	Well ventilated secretary's office	2.39	0.70	Lowly Adequate
22	Computer systems for lecturers in their offices	1.48	0.81	Very Lowly Adequate
23	Internet access in lecturers' offices	2.53	0.76	Moderately Adequate
24	Internet access in HOD's offices	2.51	0.87	Moderately Adequate
25	Fire Extinguishers in the departmental office	3.51	0.64	Highly Adequate
26	Burglary-proof windows in the departmental laboratories	3.54	0.71	Highly Adequate
27	lavatory facilities for business education staff	3.57	0.86	Highly Adequate
28	Lavatory facilities for business education students	1.48	0.73	Very Lowly Adequate
29	Well air-conditioned departmental library with current textbooks	1.80	0.66	Lowly Adequate
30	Internet access in the business education library	1.21	0.85	Very Lowly Adequate
Cluster Mean		2.46		Lowly Adequate

Data in Table 2 show that out of 17 items on adequacy of physical resources provided for enhancing skill acquisition among business education students, items 15, 20, 25, 26 and 27 are highly adequate with mean scores ranging between 3.51 and 3.57; items 23 and 24 are moderately adequate with mean scores ranging 2.53 and 2.51, items 16, 19, 21 and 29 are lowly adequate with mean scores ranged between 1.57 and 2.39 while the remaining six items are very lowly adequate. The cluster mean score of 2.46 shows that on the whole, physical resources provided for enhancing skill acquisition among business education students for job creation are lowly adequate. The standard deviation shows that there is homogeneity in respondents' responses.



Hypothesis One

There is no significant difference in the mean ratings of male and female business educators on adequacy of human resources provided for enhancing skill acquisition among business education students for job creation in tertiary institutions in Anambra State.

Table 3: Summary of t-test analysis of mean ratings of male and female business educators on the adequacy of human resources provided for enhancing skill acquisition of students

Variable	N	\bar{X}	SD	Df	t-value	P-value	Decision
Male	38	2.28	0.75	89	0.36	0.91	Accepted
Female	53	2.48	0.89				

Data in Table 3 show that t-value of 0.36 at 89 degree of freedom with a p-value of 0.91 is greater than the criterion value of 0.05 (p-value = 0.91 > 0.05). This means that there is no significant difference in the mean ratings of male and female business educators on adequacy of human resources provided for enhancing skill acquisition among business education students for job creation in tertiary institutions in Anambra State. Therefore, the null hypothesis is accepted.

Hypothesis Two

There is no significant difference in the mean ratings of male and female business educators on adequacy of physical resources provided for enhancing skill acquisition among business education students for job creation in tertiary institutions in Anambra State?

Table 4: Summary of t-test analysis of mean ratings of male and female business educators on the adequacy of physical resources provided for enhancing skill acquisition of students

Variable	N	\bar{X}	SD	Df	t-value	P-value	Decision
Male	38	2.32	0.55	89	0.31	0.76	Accepted
Female	53	2.49	0.86				

Data in Table 4 show that t-value of 0.31 at 89 degree of freedom with a p-value of 0.76 is greater than the criterion value of 0.05 (p-value = 0.76 > 0.05). This means that there is no significant difference in the mean ratings of male and female business educators on adequacy of physical resources provided for enhancing skill acquisition among business education students for job creation in tertiary institutions in Anambra State. Therefore, the null hypothesis is accepted.

Discussion of Findings

The findings of the study revealed that human resources provided for enhancing skill acquisition among business education students for job creation are lowly adequate. The findings agree with that of Amiaya (2013) which found that business education programme faces the problem of inadequacy of educational resources which hamper acquisition of skills needed for self-reliance. Similarly, it agrees with Okolocha and Ihionkhan (2015) who reported that in some business education programmes in Nigeria, there was inadequacy of human and material resources for teaching of courses. The fact that the findings of the study showed that experienced business educators with required qualifications, business educators handling specialized courses are not adequate is surprising considering the fact that over the years, stakeholders have been calling for recruitment of qualified business educators in the programme. However, this finding shows the extent of negligence and poor attitude of government in ensuring that qualified business educators with necessary experience are recruited in tertiary institutions in Nigeria. This ugly situation affects the delivery of the programme because human resources is the most important factor in the implementation of any academic programme. In agreement, Usman (2016) asserted that without adequate human resources in schools, teaching and learning suffers. Eze and Obi (2015) revealed that there was dearth of human resources for effective delivery of vocational education programme.

The findings further revealed that male and female business educators did not significantly differ in their mean ratings on adequacy of human resources provided for enhancing skill acquisition among business education students for job creation in tertiary institutions in Anambra State. This finding could be attributed to the fact that both male and female business educators work in the same academic environment and therefore know the human resource challenges facing business education programme. However, in disagreement, Ndinechi and Nwogu (2015) reported that gender influenced academic staff opinions on the extent of availability of human resources in business education



programmes in universities

Findings of this study showed that physical resources provided for enhancing skill acquisition among business education students for job creation are lowly inadequate. The findings specifically revealed that well ventilated departmental classrooms/lecture, working typewriters in the typing pool, computer systems for lecturers in their offices, lavatory facilities for students, and internet access in the business education library were very lowly adequate. The findings of the study concur with that of Okolocha and Ihionkhan (2015), to the effect that there is inadequacy of human and material resources for teaching of courses. In support, Eze and Obi (2015) discovered that gender did not significantly influence academic staff opinions on the extent of availability of physical resources for teaching technology subjects. This supports the earlier findings of Okpuzor (2012) which revealed that shortage of physical resources affect the quality of teaching and learning in business education programme. Similarly, Ugbe (2018) reported that a lot of business education graduates seem not to acquire adequate skills to operate in office occupation and create jobs for themselves because the lecturers training the students do not have adequate teaching facilities in the departments for training of students. Ugbe regretted that the availability and adequacy of business education facilities for teaching business education programme in Nigeria have generated serious issues and concern because of rapid changes in technology which demands that there should be adequate provision for technologies/facilities for teaching business education. Physical resources have the great potential to support business education across curriculum and thus provide opportunities for effective communication between business educators and students in ways that have not been possible before. Likoko, Bakari and Ndinyo (2013) stated that the availability and adequacy of facilities experienced by a learner determines the quality of education. Likoko, Bakari and Ndinyo further emphasized that, the quality and quantity of educational resources can affect the quality of education and students performance.

The study further revealed that there is no significant difference in the mean ratings of male and female business educators on adequacy of physical resources provided for enhancing skill acquisition among business education students for job creation in tertiary institutions in Anambra State. This finding corroborates the findings of Eze and Obi (2015) which discovered that gender did not significantly influence academic staff opinions on the extent of availability of physical resources for teaching.

Conclusion

Human and physical resources was necessary ingredients for the attainment of the objectives of business education programme in tertiary institutions. They are also used to bridge the gap in skill acquisition for job creation. The findings of the study revealed that these resources are lowly adequate. It is concluded that students of business education are not being adequately taught with necessary human and physical resources and this may affect their acquisition of skills for job creation upon graduation. The researchers also conclude that there is still a lot to be done by government in the area of providing adequate number of human and physical resources for the business education programme in tertiary institutions in Anambra State.

Recommendations

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

1. Federal and State governments should give business education departments permission to recruit more qualified business educators so that they will have manageable workload. This will enhance skill acquisition of students for job creation.
2. Adequate physical resources should be provided to business education departments for teaching of the courses. This will help to improve the standard of delivery and acquisition of skills by students for job creation.
3. Management of tertiary institutions should seek assistance from private organizations for provision of more physical resources in business education departments.
4. Management of tertiary institutions in Anambra State should regularly appraise and review the status of their human and physical resources in line with the minimum standards stipulated by the supervisory bodies to prevent the dearth of educational resources.



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ORGANIZING AND MANAGING BUSINESS TEACHER EDUCATION AND TRAINING PROGRAMS IN HIGHER EDUCATIONAL INSTITUTIONS IN NIGERIA FOR QUALITY BUSINESS EDUCATION DELIVERY

Terver M. Kwaghbo, PhD, Maben

Department of Vocational and Technical Education

Benue State University, Makurdi – Nigeria

e-mail: tkwaghbo62@gmail.com

Abstract

The business world is changing rapidly. Business education requires teachers that can easily adapt to new curriculum designs and pedagogies that meet the demands of the current business world. There is therefore the need to organize and manage business teacher education and training programs such that they can produce the right caliber of business teachers who can deliver quality business education to students. This paper is on organizing and managing business teacher education and training programs in higher educational institutions in Nigeria, and discussed the concept of management in education context briefly, business teacher education and training (BTET), higher educational institutions, quality business education, and also examined the issues in organizing and managing business teacher education and training programs in Nigeria. Recommendations were advanced towards improving the management of business teacher education and training programs in higher educational institutions in Nigeria for effective quality business education delivery. These include properly addressing funding challenges; provision and regular maintenance of adequate and functional modern facilities and equipment; enhancing personnel training and development and staff welfare; continually reviewing the BTET curriculum to reflect current global demands and standards and cater for technology and innovations in the business world; organizing public enlightenment campaigns to sensitize, orientate and educate the public about BTET and its values to society; provision of uninterrupted power supply; and that, heads of business teacher education programs in higher educational institutions in Nigeria should live up to their roles and responsibilities as educational leaders of their departments.

Keywords: *Managing, business teacher education and training, higher educational institution, quality business education, Nigeria*

Introduction

A lot of changes are taking place within our respective organizations today. These changes are coming about as a result of the growing population, advances in technology, and increase of organizational specializations. In order to keep pace with the changes in the business world, there is constant pressure on higher educational institutions to produce business graduates that are capable of keeping in touch with the latest technologies in the business world and the demands of globalization. This is the responsibility of business teachers. Hence, great demands have been placed on education to produce specialists in order to keep pace with the changes and demands of business and industry. Lambrecht (2016, p.19) submitted that



A person planning to teach business subjects in the 21st century faces a wide array of possibilities regarding the students, subject areas, school levels, and sites at which business subjects are taught. The challenge of business teacher education is to provide viable paths for professional development and growth in settings that often require diverse technical skills and teaching competencies.

There is therefore the need for functional organization and management of business teacher education and training (BTET) programs in higher institutions of learning to be able to cope with these responsibilities. Effective organization and management of academic programs generally in higher educational institutions is important since it is the quality of the programs that shape the quality of the output they produce.

Concept of Management

To manage is to strive to achieve success despite difficulties. Managing therefore implies a continuous effort at achieving success in given circumstances. It refers to the process of management. Management is a multidimensional concept and thus applicable to different sectors or areas. In this paper, management is considered in the perspective of educational management. According to Chidobi and Okenwa (2015), educational management is the theory and practice of the organization and administration of existing educational establishments and systems. Akinwumi and Jayeoba (2014) considered it as the process by which principles, methods and practices of management are applied in educational institutions to establish, maintain and develop such institutions in line with the goals of the institutions. Further, Okwori and Ede (2012) submitted that management functions, principles and techniques are used to rationally organize the school system and control the school resources and operations in order to optimally achieve the school goals under different situations. It involves all the activities undertaken to achieve the goals and objectives of a school.

Managing business teacher education and training, BTET, (otherwise known as business education) program entails guiding and controlling the program operations or activities to ensure that the process of instruction is not disrupted for the objectives to be achieved. This is becoming very necessary due to the increasing need for investment of more resources in business teacher education and training for the production of better business teachers. Modern management techniques need to be applied in order to help solve the challenges of business teacher education and training programs. The process of management (McNamara, 2009) should involve planning, organizing, staffing, directing and controlling which were described by Henri Fayol as “the five elements of management”.

Business Teacher Education and Training (BTET)

Business teacher education and training (BTET) is one of the areas of education that is concerned with development of skills, knowledge and attitudes in would-be teachers, and all other programs specifically designed to help teachers of business already on the job to continuously update their knowledge, skills and attitude in order to meet up with the continuing changes in methods, course content and resources for teaching of business. It includes deliberately planned interventions aimed at enhancing business teacher job performance. It strives to impart in learners business skills, knowledge, attitudes and competencies necessary for teaching and molding the youth into useful citizens that could contribute positively to societal development. It is otherwise known as business education. Business education is a sub-set of the general education program which currently falls within the spectrum of vocational and technical education. According to Jimoh-Kadirri and Bupo



(2011), business education is concerned with the transfer of pedagogical and business competencies necessary for teaching business attitudes, concepts, skills and knowledge. Aliyu (in Akinlabi, 2017) submitted that the objectives of business education include to develop a mature understanding of general nature of business; provide the needed background for teaching business subjects; provide training for specialized phases of business activity; and to lay a cultural and ethical foundation for the development of the foregoing objectives. Umoru (2015) explained that the intention of business education is to inculcate into the student the understanding, values, knowledge, business skills and technical skills required in the world of work and for teaching other students. For the goals and objectives of business education to be realized, there is the need to ensure quality and standards in the business teacher education and training program.

Higher Educational Institutions

Higher educational institutions (HEIs), according to the National Policy on Education (FRN, 2013) are the educational institutions that provide post-secondary education. They are universities, colleges of education, polytechnics, monotechnics, and those institutions offering correspondence courses. HEIs offer a diverse range of programs in specialized fields, and training in special educational needs. In Nigeria, the HEIs concerned with Business Teacher Education and Training include universities, colleges of education, and polytechnics.

Quality Business Education

The issue of quality education generally has attracted a lot of attention among educational stakeholders. Quality education has to do with meeting the standards and goals of an educational system in the most efficient manner. The concept has been addressed differently by different scholars. For example, according to Eze (2016), quality education refers to appropriateness, value or worth associated with educational service provision. The Federal Government of Nigeria, FGN, (2010) submits that quality education is what the school does well; and what the school should do to improve further; taking into account three broad areas namely outcomes of learners, the quality of provision and the impact of leadership and management. Joy and Agala (2019) considered quality in education as a measure of how good or bad the products of higher institutions are in terms of academic performance and meeting globally established standards. Quality education may be seen as education that meets the minimum standards set for any educational system. According to Krcal, Glass and Tremblay (2014, p. 20), in the context of higher education,

Harvey and Green developed a concept for quality and identified five aspects to grasp "quality" in higher education: *exceptional*, when quality means a level of excellence that cannot be attained by most; *transformative*, when quality is linked with empowering and enhancing student ability to control their learning process; *value for money*, when quality is linked with efficiency and effectiveness of the educative process achieved at the lowest possible cost; *fitness for purpose*, when quality describes the extent to which the institution is able to fulfil its mission; *perfection*, when quality is closely linked to the process and aiming at zero-defect.

In light of the foregoing, quality business education may be considered as the business education program that meets the objectives of business education and the basic minimum standards set by policy makers and program planners. Quality business education implies the relevance and appropriateness of the business education program to the needs of the individuals and the community for which it is provided. To ensure quality business education



delivery therefore requires that the right quantity and quality of everything that has to do with the teaching-learning process is put in place. Quality business education delivery can only be achieved if there is quality teaching through quality business teacher preparation programs.

Issues in Organizing and Managing Business Teacher Education and Training Programs in Higher Educational Institutions in Nigeria

Although business teacher education and training has been identified as important in preparing teachers to help develop skills and prepare youths for gainful employment in the world of work, there are issues which constrain its proper organization and management, and consequent failure in achieving the desired results. Some scholars including Giwa (2020), Kwaghbo and Tiough (2018), and Lambrecht (2016) have identified some of the major issues to include funding, facilities and equipment, personnel and staff development, curriculum, perception of business education by society, and power supply.



Funding: Perhaps, funding remains the foremost issue in managing the Nigerian educational system. The issue of poor funding of educational programs in Nigeria has been reported by many scholars including Okoye and Arimonu (2016); Chidobi and Okenwa (2015); Dokubo and Dokubo (2013) and Oseni (2012). Similarly, Scheafer and Moss (2008) also averred that universities, polytechnics and colleges of education have used funds allocated to them to establish technical and vocational education (TVE) programs (business teacher education and training inclusive), instead, to establish other courses; while funds for research in TVE are controlled by some chief executives and channeled to other areas. Such acts add to the already many financial challenges of business teacher education and training. Funds are required to procure the necessary resources for quality education provision.

Facilities and Equipment: Closely related to funding is the issue of facilities and equipment provision and maintenance. BTET is an education program that cannot thrive without adequate and functional facilities and equipment. These are necessarily required for development of practical skills in the learners. Dokubo and Dokubo (2013) observed that most vocational education departments in Nigerian universities do not have usable laboratories, workshops and adequate equipment; where there are a few equipment, most of them are obsolete or grounded.

Human Resources Development: There is acute shortage of qualified staff to efficiently and effectively man the BTET programs in the Nigerian higher institutions. Ojimba (2012) observed that most of the staff that are qualified to teach are being drained away from universities due to the unattractive nature of the teaching profession in Nigeria. Dokubo and Dokubo (2013) also lamented what they referred to as brain-drain, a situation where business education professionals leave teaching for more lucrative jobs outside the teaching profession. It should be noted that quality business education delivery can only be assured where there are qualified staff to impart quality business knowledge and skills. Staff development is also not given due attention as a result of the high cost of staff training coupled with poor funding. Nino (2010) also reported shortage of academic staff with PhD in business education departments.

Curriculum: Curriculum issues such as using foreign models, paucity of indigenous teaching-learning materials and texts, theoretically loaded content against practical, and teaching methods have been identified by scholars including Ogbonda and Wobi (2016), Okoye and Arimonu (2016), and Uwaifo (2010), Ajisafe, Bolarinwa and Edeh (2015) discussed inadequacies in the curriculum content to include non-inclusion of some relevant courses in the BTET programs, non-relevance of course content, poor implementation of the curriculum, and inadequate time allocation to BTET courses. These issues could lead to production of half-baked business teachers – without adequate knowledge and skills for effective performance and delivery of quality business education.

Poor Societal Perception of BTET: Societal outlook on Teacher Education in Nigeria over the years has not been encouraging. Cheung (2016) and Dokubo (2013) observe that BTET programs are regarded by some people in negative perspectives – as educational programs for the low level intelligent, less brilliant, less privileged, second-class citizens, never do well, or drop-outs. Cheung (2016, p. 7) cited Gaskell as reporting that business education has been described by students and teachers as “a non-academic elective”. The phrase “non-academic” makes people feel it is meant for dullards. This also contributes to lack of students’ interest in BTET, which could lead to poor enrolment into the BTET profession.



The historical background of Business Education in Nigeria could also have an influence on this negative perception. Historically, business education developed from African Traditional Education of apprenticeship, an informal education system. Its initial growth was also in private business (commercial) institutes (Ikpe & Undie, 2014). Nino (2010) also reported that since the inception of business education in the early part of the 20th century, the discipline was shaped by forces of the market place, and as such, was not created based on research and scientific methods, but it evolved based on industry procedures and practices that were later compiled into business theory and textbooks. Because of this background, business education was never accorded its rightful placement in Nigeria by the colonial masters (Nwosu & Micah, 2017); and this has accounted for the poor perception of business education even up to the present.

Inadequate Power Supply: The issue of poor power supply in Nigeria affects all the production sectors of the economy, including education. Power supply is required to power technical equipment in workshops/laboratories for practical work. Students need to practice on machines and equipment in order to perfect. Hands-on learning has been identified as one of the ways to effectively impart knowledge in learners in technical and vocational education (Dalton, 2016). Absence of power supply limits hands-on learning in BTET. Other issues include:

Globalization and diversity: Globalization and diversity is intensifying the need to bolster international business education which requires expansion in the curriculum of BTET to cater for the true scale of globalization strategy. Curriculum expansion could further compound the already wide area of study and content in business education.

Technological advances and standardization of course offerings: Technological advances require additional resources to introduce and replicate technology to help train teachers who will teach the new technologies to students. Nino (2010) submitted that this sometimes forces BTE departments to introduce more technological courses in the business teacher education curriculum that are considered descriptive rather than analytical. Also, with the growing demand for business education, institutions try to vary their course offerings to students, to make them more attractive in order to woo students. Programs such as part-time, distance learning, evening and online studies spring up with different standards of business teacher education curriculum taught, which in many cases affect quality business education delivery. Inadequate monitoring and evaluation activities could also lead to lack or inadequate control measures to check course offerings against quality assurance standards.

Conclusion

Organizing and managing business teacher education and training (BTET) programs such that the right caliber of business teachers who can impart the desired knowledge and skills to students is necessary. Business teacher education and training programs are desirable because of the contributions business education makes to national development. The dynamic business environment the world over demands that business students and practitioners in Nigeria be well trained in order to get employed, keep abreast with the new developments in the business world, and also compete globally. This requires adequate preparation of business teachers which is the core mandate of business teacher education programs in higher educational institutions. The challenges of business teacher education and training need to be properly addressed in order to enable the BTET programs achieve their mandate.



Recommendations

The following recommendations are advanced for improving the organization and management of business teacher education and training (BTET) programs in higher educational institutions in Nigeria for quality business education delivery:

1. Funding challenges should be properly addressed by government and school proprietors through adequate budgetary provisions and allocations to BTET programs in higher educational institutions.
2. Provision and regular maintenance of adequate and functional modern facilities and equipment for BTET programs should be enhanced by managers of higher educational institutions.
3. Personnel training and development, and staff welfare should be enhanced by the higher educational institutions in order to attract and retain more qualified people to the teaching profession.
4. The curriculum of BTET should be continually reviewed by business educators to reflect current global demands and standards, and cater for technology and innovations in the business world; and also new methods of teaching.
5. Government should organize public enlightenment campaigns to sensitize, orient and educate the public about BTET and its values to society. Business education should be viewed as an all-embracing program for those who possess both head and hand skills.
6. The issue of power supply for business teacher education programs in higher institutions in the country should be given due attention. Alternative sources of generating energy should be explored, researched and adopted as an option to public power supply.
7. Heads of business teacher education programs in higher educational institutions in Nigeria should live up to their roles and responsibilities as educational leaders in their departments.

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INFLUENCE OF COGNITIVE PEDAGOGICAL CHALLENGES ON SOFT SKILLS ACQUISITION OF BUSINESS EDUCATION STUDENTS IN RIVERS STATE UNIVERSITIES

¹**OHAKA, Nyeche C.**

²**TIKU, Theresa EJOR**

*Department of Business Education, Faculty of Education,
Rivers State University, Nkpolu-Oroworukwo P.M.B 5080 Port-Harcourt*

Ohakanyeche1@gmail.com/tikutheresa@gmail.com

Abstract

The general aim of this empirical research is to determine the influence of cognitive pedagogical challenges on soft skills acquisition of Business Education students in Rivers State universities. The study was properly guided by three research questions which were analyzed using mean and standard deviation while two null hypotheses were tested at 0.05 levels of significance. Descriptive survey research design was adopted for the study is 1,325 under graduate Business Education students in Rivers State. The total population comprise of 691, 588 and 46 Business Education students from Rivers State University, Ignatius Ajuru University of Education and University of Port-Harcourt respectively. The Taro Yamane sample size formula was used to determine the sample size of 307. The sampling technique used is the stratified simple random sampling technique. The face and content validation of the research instrument was meticulously carried out. Data for this study were collected using a self-designed compound questionnaire instrument which was developed from existing literature. The questionnaire instrument is entitled: "Cognitive Pedagogical Problems and Soft Skills Acquisition Questionnaire" (COPPSSAQ). COPPSSAQ is not a standardized instrument since it was developed personally by the researcher. The reliability of the instrument was established using Spearman Ranking Order. The computation produced a reliability coefficient of 0.82. 290 copies of questionnaire instruments were retrieved out of the 307 copies distributed. For the research question, data were analyzed using mean and standard deviation, while the null hypotheses were also analyzed using z-test statistics. Decision was taken on the basis that any mean above 2.50 was accepted and any mean score below 2.50 was rejected. The null hypotheses were accepted if the z-critical was greater than the z-calculated and rejected if the z-critical was lesser than z-calculated. The study reveals among other things that; lack of attention, loss of memory and the inability to comprehend ideas and concepts are among the cognitive pedagogical challenges stifling the soft skills acquisition of business education students in Rivers State universities. Based on the findings of the study, the researchers recommended that; Business education students should endeavour to reflect on the skills acquired immediately they are taught by the business educators.

Key Words: Pedagogy, Cognitive pedagogy, Pedagogical challenges, Skills acquisition, Business Education

Introduction

To ensure that Business Education is able to deal with global, technological and market changes, it is imperative for business education programmes to use well up-dated curricula, course materials, teaching/learning models and methods (pedagogical approaches) that are not only up-to-date but also globally competitive amidst the perceived pedagogical challenges that may ensue. Today, there seem to be a lack of focus on cognitive pedagogy for students aspiring to acquiring different soft skills in business education thereby, culminating in the inability of the students to become gainfully employed or even have the capacity to start his/her own venture/enterprise. No doubt, the core competencies of any business education programme should be predicated on its unique and innovative pedagogy. This is to enable meaningful learning and development of soft skills students that the industry players deem fit to employ. This is enhanced by placing an emphatic



emphasis on the theories, principles and practices pertaining to cognitive pedagogy.

In pedagogy, transfer of knowledge and skills is one of the two most significant aspects considered in cognitive pedagogy. The use of knowledge discovered by others was of utmost significance for changes introduced by human imitation has been essential for development, for the creation of innovation and adaption of humans to extreme natural conditions that humans have been confronted with in the course of the previous centuries. It has also had its impact on the creation of culture, which has also played an important role in building communities, human groups and relationships existing in them. The authorities of older people was rooted in the experience of many generations which resulted in the transfer of knowledge and skills on to the next generations as well as in their application in the processes of overcoming or mounting obstacles arising from dynamic changes present in nature. The five areas of cognitive pedagogy are; neuro-didactic, neuro-education, memetics, pedagogical anthropology and media pedagogy (Siemieniecki, 2016).

Pedagogy as a concept was adapted from French and Latin word which literary means a man having oversight and control over a child (Mortimore cited in Ceasar, 2010). Pedagogy is the heart of teaching involving the rules and principles that guides effective and efficient activities which leads to learning (Pritchard & Woollard, 2010). Pedagogy is another word for education; the profession and science of teaching. It embraces the principles and methods of teaching (Vocabulary.com, 2020). Pedagogy develops from a range of factors including theories and research evidence, political drivers, evidence from practice, reflection from groups and individuals, expertise and experiences of the teacher and finally community expectations and requirements. It informs both curriculum and in-service teaching (Whiteside, n.d.). But it is worthy of note that the kind and nature of pedagogy adopted by business educators seems to have the capacity to; shape their actions and judgments, the quality of information to be garnered by the students, the quality of skills to be acquired and the robust teaching stratagem by taking into due cognizance theories of learning and teaching, understanding of students and their needs, the background and interest of individual students (Blueprint for Government Schools, 2017; Shulman, 2017). Hence, cognitive pedagogy could be regarded as a kind of pedagogy that could improve soft skills acquisition.

Cognitivism is a branch of psychology that is predicted on the study of mental processes. Cognitivism encompasses a broad range of subjects and also studies the mental processes of humans such as; reasoning, attention, thinking, judgment, mental imagery, creativity, perception, memory, making decision, making choices, meta-cognition, solving problems, concepts and recognizing numbers (Thomas, 2020). Cognition is not just about the thought of man but also how those thoughts influence individual behaviour. Cognitivism includes a lot of lucrative benefits that are not far-fetched. These benefits in the opinion of Thomas includes the process of; helping individuals have a good understand and perception of themselves and those around them, learn more effectively, make better life choices, refine behavioural pattern, moderate mood swing problems, comprehend previous traumas differently, remember past experiences and also put them in perspective with the individual's present lifestyle (Thomas, 2020).

Cognitive pedagogy which is sometimes misconstrued to be neuro-pedagogy, is a division of science that talks about all the aspects of educational phenomena which are analyzed from the position information-processing in the brain (Siemieniecki, 2016). Cognitive pedagogy seeks to describe phenomena and educational processes, as well as education, all of which takes into account generic and environmental factors, both considered inseparably. This means that, the phenomena and processes occurring as a result of the influence of educational and didactic activities are explicated on the basis of knowledge obtained from research on the structure and functioning of the human brain. Cognitive pedagogy also encompasses the problem of inter-connections between environmental, social and cultural (human environment) as well as generic condition. It explains the condition, processes and educational activities related to education on the basis of mechanisms involved in the collecting, processing, storing and presenting information in relation to the skills to be acquired (Siemieniecki, 2016).

Skill is seen as an attribute of performance which does not rely solely upon a person's fundamental capabilities but must through training, practice and experience. Skill acquisition are said to be necessary set of skills that further makes one to be a professional in one's chosen profession. Skill acquisition is the main engine for economic growth and development. Skill acquisition from the perception of Agoha (2011) is the ability to perform an activity that is related to some meaningful exercise, work or job. It is essential to practice the teaching and learning skills in order to become better teachers and learners. The acquisition of soft skills is especially required and effective in bringing about desired changes in students' behaviour. Although it seems cumbersome to equip the



students of business education with all the major soft skills due to some cognitive pedagogical challenges, at least Business Education students should be armed with the following significant soft skills; human relation, peaceful co-existence, team spirit, respect for co-workers and superiors, punctuality, hard-work, dedication to duty, accountability, responsibility, office practice, effective communication, loyalty to established authorities, organizational conflict management, critical thinking, problem solving, time management, effective decision-making process, among others. These skills identified above, if well acquired amidst the challenges that accompanies cognitive pedagogy can adequately prepare the business education students for the educational and industrial worlds respectively. Skills acquisition is one essential skill that can be made possible through school-industry partnership. Skill acquisition can be ascertained through inculcation of practical knowledge on Business Education students through an efficacious teaching and learning experiences within the classroom and school precinct. These acquired personal qualities that are relevant to business education such as, creativity, innovativeness and a spirit of imitativeness can be considered useful to everyone in their working responsibilities and in their quotidian existence (Akpomi & Amadi, 2010; Palmer, 2020). It is an organized type of education and impartation of knowledge meant to inculcate into Business Education students those skills and attitudes that will enable them gain employment. It is an organized learning given to Business Education students that gives them the requisite ability to attract employment opportunities after graduation.

However, it is imperative to note that this paper provides disparate cognitive pedagogical challenges and models to be addressed so that Business Education students can be adequately rejuvenated and equipped via proper soft skills acquisition. Also, it exposes some cognitive pedagogical encumbrances that should be surmounted if Business Education students are to acquire the desired soft skills for professional practices in different spheres of life. Notwithstanding, the processes of surmounting these cognitive pedagogical challenges should be able to actually reflect how Business Education students learn. It must also reflect the world our students will move into. The present world is rapidly changing, connected, adapting and evolving. The cognitive pedagogy approach as a matter of necessity should be able to recognize the processes involved in teaching and learning in the 21st century. However, these cognitive pedagogical challenges in Business Education that are tending to impede soft skills acquisition of business education students may be broadly categorized into three (Ohaka, 2018); challenges relating to the cognitive abilities of the students, challenges relating to the cognitive capacity of the teachers and challenges relating the cognitive abilities of the programme administrators.

Similarly, Sitholei (2010) affirmed that to contain some of the cognitive pedagogical challenges found to be hampering the soft skills acquisition of business education students recommended that curriculum planners, educational authorities and school administrators should align their pedagogical practices by establishing a stipulated time bound and well set of syllabi that will be in-tandem with the cognitive abilities of the set of business education students for whom the skills are being taught. Joshi and Chugh (2009) also suggested that pedagogical issues, approaches and challenges in Business Education can be enhanced for effective soft skills acquisition of Business Education students by properly forming and developing their cognitive abilities to suit the pedagogical approaches. Also, to address the issues pertaining to cognitive pedagogical challenges, business educators should see to it that they develop a holistic teacher personality that is capable of sustaining an expected balance among contradictory teaching pedagogical approaches via professional training. This will ensure that soft skills are acquired for the betterment of business education students in particular and the economy as a whole. This is no doubt, in consonance with the ultimate goal of business education that talks about the preparation of students for the achievement of professional success in academics and education, industry practice, business development, business planning, business organization and business supervision.

This is the reason it is maintained that, Business Education as a programme of instruction should focus on creativity, critical thinking, communication and collaboration to prepare the educational system for the management of the pedagogical challenges impeding soft skills development of business education students. Business Education is a program of study geared towards the acquisition of knowledge and skills needed in the work place and in 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. 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 & Ohaka, 2019). It could then be argued that fostering pedagogical change in business education for practical skills acquisition involves a process that has to do with the following stages; learning for knowing new knowledge, learning for doing/acting for survival, learning for living together in any situation, learning to continuously stand on champion position and learning for innovations through research.

One of the core impediments of soft skills acquisition of students in business education today is as a result of some pedagogical challenges and dearth of professional manpower with adequate soft skills and experiences in the specific areas of business education (Nwekeaku, 2013). It was also affirmed that the paucity of trained manpower and instructors with practical training and knowledge in the use of adequate pedagogical approaches has mostly impeded the practical skills development. The availability and utilization of instructional materials are one of the pedagogical challenges influencing functional business education in Nigeria, regretted to observe that the instructional materials used in teaching business education are not adequate in quality and quantity required to effectively address contemporary trends in business education (Nwekeaku, 2013). Inadequate funding from government and other relevant stakeholders has also brought about some modicum of pedagogical challenges which seems to be hindering the practical skills development of business education students.

Also, inadequate funding has limited the capacity of universities in providing quality business education for students. The negative perceptions and attendant false impression of business education for skill development by the society and majority of business education students in particular is a another pivotal impediment to practical skills development that must not be taken for granted by all relevant stakeholders in the field of education at all levels of education (Okiridu, Azuma & Godspower, 2017; Ohaka, 2018). Considering the perceived cognitive pedagogical challenges tending to impede soft skills acquisition of students in business education as an academic programme, there is the dire need for the programme administrators to implement and practice their pedagogy by considering the pedagogical knowledge, content knowledge, curriculum knowledge and faculty knowledge, with integration of creativity, critical thinking, communication and collaboration. It appears that, in business education some cognitive pedagogical challenges occasioned by the rapid variations in competitive environment caused by liberalization, privatization, globalization, and internationalization and information age must have been faced. Following the perception of key industry players towards business education programme as that which is becoming too theoretical and less practical oriented, the dire desire to investigate the cognitive pedagogical challenges that are negatively influencing the soft skills acquisition of business education students in Rivers State becomes incredibly needful.

Statement of the Problem

Cognitive pedagogy is a principle and concept in general education that when adequately harnessed by all relevant stakeholders, contributes in the acquisition of skills among students. One of the core objectives of cognitive pedagogy particularly in business education is to accelerate the affective application of different teaching models, methods, resources, and approaches that makes for the improved skills acquisition of students. However, it is observed that the consistent sustainability of this objective of promoting skill acquisition seems to remain stifled by some cognitive pedagogical challenges in the part of the students such as; loss of memory, inability to comprehend ideas, lack of attention, poor perceptual ability, inability to think critically, poor reasoning potential, slow pace in decision-making, poor learning abilities, difficulty in understanding, among others.

Sequel to these perceived cognitive pedagogical challenges tending to stifle the soft skills acquisition of students in Business Education such as; punctuality, respect for authorities, team spirit, effective communication, diligence, creativity and innovation, office organization and management, among others; the effects have left much to be desired. This is it now appears that some Business Education students approach the labour market with little or no soft skills acquired thereby, making them some of them not to be able to feature competently in the world of work. Concerned about this observed deficit in the educational and industrial system, the researchers considered it germane to embark on this study.



Research questions

The following research questions were formulated to guide the study;

1. To what extent does loss of memory influences soft skill acquisition of Business Education students in Rivers State universities?
2. To what extent does inability to comprehend influence soft skill acquisition of Business Education students in Rivers State universities?
3. To what extent does lack of attention influence soft skill acquisition of Business Education students in Rivers State universities?

Hypotheses

The following hypotheses were tested at 0.05 levels of significance;

1. There is no significant difference in the mean responses of Rivers State University and Ignatius Ajuru University of Education students on the extent to which loss of memory influences soft skill acquisition of business education students in Rivers State universities.
2. There is no significant difference in the mean responses of Rivers State University and Ignatius Ajuru University of Education students on the extent to which inability to comprehend influences soft skill acquisition in business education in Rivers State universities.

Methods

Descriptive survey research design was used for the study. The total population of the study is 1,325 under graduate Business Education students in Rivers State. The total population comprise of 691, 588 and 46 Business Education students from Rivers State University, Ignatius Ajuru University of Education and University of Port-Harcourt respectively. The Taro Yameme sample size formula was used to determine the sample size of 307. The sampling technique used is the stratified simple random sampling technique. The research instrument was validated by two experts from the department of Business Education and measurement and evaluation. Data for this study were collected via the means of a self-made questionnaire instrument called: "Cognitive Pedagogical Problems and Soft Skills Acquisition Questionnaire". 290 copies of questionnaire instruments were retrieved out of the 307 copies distributed. The research instrument contains two broad sections. Section "A" and "B". Section "A" contains the demographic data of the respondents while section "B" contains 3 clusters (sections) with a total of 20 items. The reliability of the instrument was established using Spearman Rank Order and it yielded a reliability coefficient of 0.82. Data were analyzed using mean and standard deviation for the research questions, while the null hypotheses were also analyzed using z-test statistics. Decision was taken on the basis that any mean above 2.50 was accepted and any mean score below 2.50 was rejected. The null hypotheses was accepted if the z-critical was greater than the z-calculated and rejected if the z-critical was lesser than z-calculated.

Results

Research Question 1: To what extent does loss of memory influence soft skill acquisition of Business Education students in Rivers State Universities?

Table 1: Mean and Standard Deviation scores of the respondents on the extent to which loss of memory influence soft skill acquisition of Business Education students in Rivers State universities

SN	Items	RSU (180)			IAUOE (110)		
		X	SD	RMKS	X	SD	RMKS
1.	It leads to inadequate exploration of skills acquired.	3.86	.18	VHE	3.91	.09	VHE
2.	It brings about retardation in the process of skills acquisition.	3.61	.91	VHE	3.89	.10	VHE
3.	It does not significantly influence the quality of skills acquired.	2.22	.39	HE	1.95	.09	VLE
4.	It brings about the inability of teachers to impact skills on learners.	3.78	.28	VHE	3.99	.01	VHE
5.	It does not engender the ability to recall vividly	1.78	.42	VLE	2.18	.25	HE
Total Mean/SD		15.2	2.18		15.9	.54	



Grand Mean/SD	3.05	0.44	VHE	3.18	0.11	VHE
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Source: Field Survey (2020).

The results in table 1 shows how loss of memory as an index of cognitive pedagogy challenge influences soft skills acquisition of Business Education students in Rivers State University. With the grand mean responses of 3.05 and 3.18 from Rivers State University students and Ignatius Ajuru university of Education students respectively, it shows that loss of memory posses a significant negative influence on the soft skill acquisition of business education students in Rivers State universities. The implication of this finding is that for there to be continuous improvement in the quality and quantity of soft skills acquired by business education students in Rivers State universities, issues pertaining to cognitive pedagogies should be given utmost priority in the planning of business education curriculum.

Research Question 2: To what extent does inability to comprehend influence soft skill acquisition of business education students in Rivers State Universities?

Table 2: Mean and Standard Deviation scores of the respondents on the extent to which the inability to comprehend influence soft skill acquisition of business education students in Rivers State Universities

SN	Items	RSU (180)			IAUOE (110)		
		X	SD	RMKS	X	SD	RMKS
6.	It promotes students' inability to understand the theories and principles pertaining to the skills to be acquired.	3.50	.36	VHE	3.73	.20	VHE
7.	It gives students the inability to make judgments about the skills to be acquired.	3.53	.31	VHE	3.68	.31	VHE
8.	It promotes students' inability to make meaning out of the skills acquired.	3.57	.27	VHE	3.72	.33	VHE
9.	It promotes the inability of students to identify simple facts about the skills to be acquired.	3.83	.14	VHE	3.53	.50	VHE
10.	It enhances the inability of students to develop improved knowledge and skills.	3.17	.14	VHE	3.55	.25	VHE
11.	It makes students to lose confidence in their ability to acquire soft skills.	3.11	.10	VHE	3.59	.24	VHE
12.	It brings about poor reflection on the skills learnt which retards skills acquisition.	3.21	.32	VHE	3.30	.33	VHE
13.	It brings about difficulty in decoding information about the skills to be acquired.	2.58	.36	HE	3.35	.26	VHE
Total Mean/SD		26.5	2.41		28.5	2.42	
Grand Mean/SD		3.31	0.20	VHE	3.56	0.30	VHE

Source: Field Survey (2020).

In table 2 the results shows how the inability to comprehend as an index of cognitive pedagogy challenge influences soft skills acquisition of Business Education students in Rivers State universities. With the grand mean responses of 3.31 and 3.56 from Rivers State University students and Ignatius Ajuru University of Education students respectively, it simply shows that the inability to comprehend concepts and ideas posses a high level of negative influence on the soft skill acquisition of business education students in Rivers State universities. This means that there is the dire need for business educators to include in the curriculum content strategies on to also improves the comprehension abilities of students as they teach for the soft skills acquisition of students.

Research Question 3: To what extent does lack of attention influence soft skill acquisition of Business Education students in Rivers State Universities?



Table 2: Mean and Standard Deviation scores of the respondents on the extent to which lack of attention influence soft skill acquisition of Business Education students in Rivers State universities

SN	Items	RSU (180)			IAUOE (110)		
		X	SD	RMKS	X	SD	RMKS
14.	It increases students' inability to focus awareness on the skills to be acquired.	3.57	.27	VHE	3.72	.33	VHE
15.	It gives students the inability to put their mind on a particular important aspect of the skills being acquired.	3.53	.31	VHE	3.68	.31	VHE
16.	It promotes students' inability to understand and overcome the neurological problems that hinder skills acquisition.	3.83	.14	VHE	3.53	.50	VHE
17.	It increases students' inability to channel all their energy towards the realization of the skills acquisition process. .	3.11	.10	VHE	3.59	.24	VHE
18.	It enhances the inability of students to develop improved knowledge and skills.	3.17	.14	VHE	3.55	.25	VHE
19.	It leads to a decreased ability of students to acquire the desired skills.	3.50	.36	VHE	3.53	.50	VHE
20.	It makes students to pay more attention to side attractions that hinders them from acquiring the skills.	3.21	.32	VHE	3.30	.33	VHE
		29.99	2.41		30.60	3.05	
		3.33	0.27	VHE	3.40	0.34	VHE

Source: Field Survey (2020)

In table 3 the results shows how lack of attention as an index of cognitive pedagogy challenge influences soft skills acquisition of Business Education students in Rivers State universities. With the grand mean responses of 3.33 and 3.40 from Rivers State University students and Ignatius Ajuru University of Education students respectively, it simply shows how lack of attention poses a high level of negative influence on the soft skills acquisition of Business Education students in Rivers State universities. This is to imply that if high level of attention is given to the process of soft skills acquisition by Business Education students improved soft skills acquisition will be achieved desirably.

Hypothesis 1: There is no significant difference in the mean responses of Rivers State University and Ignatius Ajuru University of Education students on the extent to which loss of memory influences soft skill acquisition of Business Education students in Rivers State Universities.

Table 4: Summary of z-test analysis on the extent to which loss of memory influences soft skill acquisition of Business Education students in Rivers State Universities

Groups	N	Mean	SD	Df	P. value	Std error	z-cal.	z-crit.	Decision
RSU	180	3.05	0.44						
				288	0.05	0.15	-0.87	1.96	Accepted H₀
IAUOE	110	3.18	0.11						

Source: Research Data (2020)

From table 4, it is observed that the calculated z-value of -0.87 is below the critical z-value of 1.96 at 0.05 levels of significance. Hence, the null hypothesis is to be accepted meaning that there is a significant difference in the mean responses of the RSU and IAUOE Business Education students in Rivers State universities on the extent to which loss of memory influences soft skill acquisition of Business Education students in Rivers State Universities.

Hypothesis 2: There is no significant difference in the mean responses of Rivers State University and Ignatius Ajuru University of Education students on the extent to which inability to comprehend influences soft skills acquisition in of Business Education students in Rivers State Universities



Table 4: Summary of z-test analysis on the extent to which inability to comprehend influences soft skills acquisition in of Business Education students in Rivers State Universities

Groups	N	Mean	SD	Df	P. value	Std error	z-cal.	z-crit.	Decision
RSU	180	3.33	0.27						
				288	0.05	0.32	-0.78	1.96	Accepted H₀
IAUOE	110	3.40	0.34						

Source: Research Data (2020)

From table 5, it is observed that the calculated z-value of 0.32 is below the critical z-value of 1.96 at 0.05 levels of significance. Hence, the null hypothesis is accepted. This is to infer that, there is no significant relationship in the mean responses of RSU and IAUOE Business Education students in Rivers State universities on the extent to which the inability to comprehend ideas and concepts influences soft skills acquisition in of Business Education students in Rivers State Universities.

Discussion

The results in table 1 above shows the extent to which loss of memory as an index of cognitive pedagogy challenge influences soft skills acquisition of Business Education students in Rivers State University. With the grand mean responses of 3.05 and 3.18 from Rivers State University students and Ignatius Ajuru university of Education students respectively, it shows that loss of memory possess a significant negative influence on the soft skill acquisition of Business Education students in Rivers State universities. The implication of this finding is that for there to be continuous improvement in the quality and quantity of soft skills acquired by Business Education students in Rivers State universities, issues pertaining to cognitive pedagogies should be given utmost priority in the planning of business education curriculum. The findings of this study is in consonance with that of Surruya and Kahana as cited in Ishak, Jufri, Lubis, Saat, Omar, Arlin & Mohamed (2012) who expressed that lack of memory does not enable students to organize and associate all the information received and generate it into long term memory.

In table 2 above the results shows the extent to which the inability to comprehend as an index of cognitive pedagogy challenge influences soft skills acquisition of business education students in Rivers State universities. With the grand mean responses of 3.31 and 3.56 from Rivers State University students and Ignatius Ajuru University of Education students respectively, it simply shows that the inability to comprehend concepts and ideas possess a high level of negative influence on the soft skill acquisition of business education students in Rivers State universities. This means that there is the dire need for business educators to include in the curriculum content strategies on to also improves the comprehension abilities of students as they teach for the soft skills acquisition of students. This finding is in total agreement with the works of Texas Education Agency (2020) and Vanderbilt University (2020) whose studies found out that poor comprehension ability makes students to lack the ability to extract meanings and make sound judgment about the skills they have acquired.

In table 3 above the results shows the extent to which lack of attention as an index of cognitive pedagogy challenge influences soft skills acquisition of Business Education students in Rivers State universities. With the grand mean responses of 3.33 and 3.40 from Rivers State University students and Ignatius Ajuru University of Education students respectively, it simply shows the extent to which lack of attention possess a high level of negative influence on the soft skills acquisition of Business Education students in Rivers State universities. This is to imply that if high level of attention is given to the process of soft skills acquisition by Business Education students improved soft skills acquisition will be achieved desirably. The discoveries are in consonance with the work of Taylor (2014) who ascertained that lack of attention brings about the decreased ability of students to acquire desired skills that will bring about their professional development.



Conclusion

Like the affective and psychomotor pedagogies, the principle and practice of cognitive pedagogy also remains central and key in the process of skills acquisition and utilization of business education students in Rivers State. Through the interrelation of cognitive pedagogy with affective and psychomotor pedagogies the process of skills acquisition is enhanced. Cognitive pedagogy serves the basis for the structuring, organization and coordination of the skills to be acquired and how they are to be channels into meaningful avenues. However, pedagogical challenges will continue to negatively influence how and when soft skills should be acquired if not adequately contained. In view of this, the researchers concludes that, loss of memory, inability to comprehend and lack of attention as parts of the cognitive pedagogical challenges constitutes a huge but surmountable negative influence in the skills acquisition.

Recommendations

Based on the findings made, the researchers recommends as follows:

1. Business education students should endeavour to reflect on the skills acquired immediately they are taught by the business educators. This will help to ensure that such acquired skills are properly stored in their mind and utilized for the purpose in which they were acquired when the need arises.
2. Business educators should see to it that the skills acquisition programmes and activities are being carried out with utmost consideration of the comprehension abilities of students. This is to enable the students have a full grasp of the skills being impacted by the business educator.
3. There should be a consideration on the review of the curriculum content of skills acquisition programmes in business education to include aspects that has to do with measures necessary for containment of the pedagogical challenges that is tending to hamper on the soft skills acquisition of business education students inn Rivers State universities.

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INFLUENCE OF APPRAISAL ON THE QUALITY OF BUSINESS EDUCATION PROGRAMME IN COLLEGES OF EDUCATION IN SOUTHWEST NIGERIA

Olatunde, Adebola Morenike

Department of Business Education,
Federal College of Education,
Abeokuta, Nigeria
E-mail:adebolaolatunde1070@gmail.com

Abstract

The study was conducted to ascertain the influence of appraisal on the quality of business education programme in colleges of education in southwest Nigeria. Three research questions and hypotheses were developed to guide the study. Descriptive survey design was used in the study. A 4-point scale self-structured questionnaire titled: Questionnaire on Appraisal of Business Teacher Education Programme in Colleges of Education (QABTEPCE) was used for data collection. The instrument was tested for reliability using Cronbach Alpha and it yielded a reliability coefficient of 0.79. The sample of the study comprised 135 Business Educators: 63 males and 72 females in 14 public colleges of education in Southwest, Nigeria. Mean and standard deviation were used to analyze the data and find answers to the research questions, while t-test was used to test the research hypotheses. The results of the research questions revealed that appraisal of business teacher education programme in colleges of education in the Southwest, Nigeria has positive influence on the quality of business educators, availability of instructional facilities and the quality of graduates. Also, the hypotheses suggested that there is no significant gender difference in the mean responses of business educators on influence of the appraisal of business teacher education programme in colleges of education on the quality of business educators; there is no significant difference in the mean responses of business educators in federal and state colleges of education on the influence of the appraisal of business teacher education programme on the availability of instructional facilities and there is no significant difference in the mean responses of male and female business educators on influence of appraisal of business teacher education programme in colleges of education on the quality of graduates. Based on the findings it was recommended that performance appraisal should be regularly conducted in colleges of education.

Introduction

Teacher education is a broad concept that comprise the policies, procedures, and provision put in place to provide the knowledge, experience, skills, attitudes and behaviors, required by teachers to function effectively, particularly in the classroom and generally in school environment and in the society at large. It could be seen as the professional training that teachers receive for them to be classified as professionals. According to Ogunyinka, Okeke, and Adedoyin (2015), teacher education refers to professional education of teachers towards attainment of attitudes, skills and knowledge considered desirable so as to make them efficient and effective in their work, in accordance with the need of a given society at any point in time. In the opinion of the University of Mumbai (n.d), teacher education is a programme that is related to the development of teacher proficiency and competence that would enable and empower the teacher to meet the requirements of the profession and face the challenges therein. Teacher education is therefore, to function by equipping teachers with the wherewithal; both ethical, intellectual competencies and skills, dispositions, emotional and so forth, that will enable them develop and imbue in their students the requisite educational and societal dispositions (Jibril, 2007).

Furthermore, teacher education could be considered as a purposive programme designed to equip the would-be teachers with the necessary knowledge, experience, skills, attitudes, and character needed at the initial stage and the continuing professional development at the later stage in order to function competently in the teaching profession. From this view, teacher education basically has two main components: pre-service teacher education and in-service teacher education.



The pre-service teacher education basically take place in the school. It is the training to qualify a student to enter into the teaching profession. This aligned with the view of Wedell (2017) that pre-service teacher education is the education and training a student receives before they take up employment as a teacher. In addition, Wedell stressed that pre-service teacher education covers subject content knowledge; pedagogic content knowledge (such as teaching methodology and assessing learning); understanding how children learn (both in cognitive and social development); and teaching practice. Teachers often value their pre-service training as it can instil confidence, raise their awareness of what is involved in being a teacher and give them a new discourse with which to successfully enter the teaching profession (Wedell, 2017).

In-service teacher education is geared towards competencies development while at work. It can better be understood as the continuing education a qualified teacher receives to function more effectively in the teaching task. In-service teacher education may take the forms of classroom observations, school visits, refresher courses, workshops, seminars, symposiums and conferences.

Teacher education has the objectives which the Federal Republic of Nigeria (2013: 28) captured as:

- a. Provide highly motivated, conscientious and efficient classroom teachers for all level of the educational system;
- b. Further encourage the spirit of enquiry and creativity in teachers;
- c. Help teachers fit into the social life of the community and the society at large and enhance their commitment to national goals;
- d. Provide teachers with the intellectual and professional background adequate for their assignment and to make them adaptable to changes situations; and
- e. Enhance teachers' commitment to the teaching profession.

The importance of teacher education is enormous. Effective teacher education programme can instil and support the concept of the teacher as a continuous learner; provide a platform for them to share their experiences and successes; increase motivation and retention of teaching staff and improve learning outcomes (Wedell, 2017). More so, educational change depends largely on what teachers do and think (Fullan in Wedell, 2017); to have a remarkable change in the educational system therefore, teacher education must be taken seriously. In addition, a tertiary institution like the college of education is only as good as the quality of its teaching staff - they are the heart of the institution that produces its graduates, its research products, and its service to the institution, community, and nation (Obadara and Alaka, 2013); hence, their education is vital.

Business teacher education is an aspect of the teacher education programme that need great attention, especially as it champions entrepreneurial drive of the nation. It is the education that provides the teacher with the pedagogical and business competencies necessary to teacher learners the skills, knowledge and business attitudes for vocational usage and to function as rational consumers. Business teacher education focuses on the certification of teachers to teach business courses in high school, colleges of education, polytechnics and university (Petrick, 2017).The business education teachers cover topics such as business communications, business law, computer literacy, marketing and basic accounting. In the opinion of Ezeani (2012) business educators acquire skills in three aspects (marketing, office technology and management, and accounting) of Business Education and effectively orients these skills to the students. To ensure the effectiveness of Business teacher education, there is need to effectively manage the programme.

The management of business teacher education programme is a managerial procedure undertaken to maintain standard in institutions running the programme. The essence of the management of business teacher education is to ensure the effectiveness and efficiency of programmes in line with the objective to produce quality business teachers to train graduates needed for national development. Suffice to say, the management of teacher education is at different levels. At the level of the colleges of education, the National Commission for Colleges of Education (NCCE) play key role in the inspection of colleges of education. As Jibril (2007) noted, to effectively monitor, supervise and enhance the quality of a uniformly standardized teacher education programme at the NCE level in Colleges of Education in Nigeria, the National Commission for Colleges of Education (NCCE) was established in 1989. One instrument used by NCCE in the management of the colleges of education is the accreditation of programmes.



Accreditation gives a better way to manage programmes in higher institutions including the colleges of education. In the assertion of Hunt, (2015) accreditation is believed by many colleges and universities to be valuable in improving their “brand,” and thus enabling them to better attract students and to help in placement upon graduation. Accreditation is a way of inspecting an institution and its programme as a quality control measure. It tells whether or not an institution of higher learning has met or not, or exceeded the set standards, and whether such institution should be allowed to operate and receive patronage or not.

Accreditation is a way of appraising the level of performance of an institution, its faculties and departments; and its human capital with the objective of ensuring improvement. Additionally, appraisal is an impartial analysis and evaluation conducted to ensure compliance with set standard. Onwe (2015) noted that appraisal implies the making of value judgment about a phenomenon in relation to specific objectives. Appraisal as described by Elliott (2015) involve formative aspects that focus on developing performance (such as career development, professional learning and feedback) and summative aspects, on the other hand, which evaluate performance for career progression, possible promotion or demotion and termination purposes.

The objective of appraisal is to identify the training and development needs of institutions in order to find ways for improvement. Appraisal involves a self-evaluation, peer review and a site visit (Obadara and Alaka, 2013). Self-evaluation as the name implies is conducted by the institution, internally by its Quality Assurance (QA) unit. According to the Federal Republic of Nigeria (2012), the institution’s self-evaluation may be undertaken as many times as the institution can afford and well before the external accreditation visit. The Federal Republic of Nigeria (2012) further identified five key areas to be considered during accreditation visit to include leadership, management and organization; curriculum organization and implementation; infrastructure and learning resources; assessment and evaluation; and students support and progression. These key areas centered on the quality of the teacher, the availability of facilities for teaching and the quality of graduates’ outcome. These three are the focus of the study.

Statement of the problem

It remains a truism that teacher’s quality contributes immensely to the quality of graduates; this truth cannot be over-flog. Consequently, a lot of planning and resources has been spent for improving the quality of teacher education; new technologies have been introduced in the field of education and still our teacher-education could not raise up-to the expected level (Jamwal, 2012).

In recent times, the teacher has been under pressure by the government, employers of labor, the society and the global community to raise the standard of teaching to meet the need of today’s world. Hence, the implementation process of educational goal in the country requires a holistic scrutiny especially in colleges of education where teacher are trained. It is in this view that the study is necessitated to ascertain the appraisal of business teacher education programme in colleges of education in the Southwest, Nigeria.

Research Questions

The following research questions guided the study:

- 1 What is the influence of the appraisal of business teacher education programme in colleges of education in the Southwest, Nigeria on the quality of business educators?
- 2 What is the influence of appraisal of business teacher education programme in colleges of education in the Southwest, Nigeria on the availability of instructional facilities?
- 3 What is the influence of appraisal of business teacher education programme in colleges of education in the Southwest, Nigeria on the quality of graduates?

Research hypotheses

The following research hypotheses were formulated to guide the study:

1. There is no significant difference in the mean responses of male and female business educators on influence of the appraisal of business teacher education programme in colleges of education in the Southwest, Nigeria on the quality of business educators.
2. There is no significant difference in the mean responses of business educators in federal and state colleges of education in the Southwest, Nigeria on the influence of the appraisal of business teacher education programme on the availability of instructional facilities.



3. There is no significant difference in the mean responses of male and female business educators on influence of the appraisal of business teacher education programme in colleges of education in the Southwest, Nigeria on the quality of graduates.

Methodology

Descriptive survey design was used in the study. A 4-point scale self-structured questionnaire titled: Questionnaire on Appraisal of the Management of Business Teacher Education Programme in Colleges of Education (QAMBTEPCE) was used for data collection. The instrument was validated by experts and was further subjected to internal consistency testing using Cronbach Alpha which yielded a reliability coefficient of 0.79. The population of the study comprised 135 Business Educators: 63 males and 72 females in 14 public colleges of education in Southwest, Nigeria. Mean and standard deviation were used to analyze the data and find answers to the research questions, while t-test was used to test the research hypotheses. For any of the research question to be answered to, its grand mean must not be less than 2.50. Similarly, for any of the null hypothesis to be accepted, the calculated t-value must be less than the critical t-value otherwise rejected.

Results

Results from the data analysis of the research questions and hypotheses the guided the study are presented here as follow:

Research questions

Research question 1: What is the influence of the appraisal of business teacher education programme in colleges of education in the Southwest, Nigeria on the quality of business educators?

Table 1: mean responses on the influence of the appraisal of business teacher education programme in colleges of education in the Southwest, Nigeria on the quality of business educators

S/N	Appraisal ensures that business educators possess:	X	SD	DECISION
1	The right certification	3.525	0.501	Strongly Agree
2	knowledge in subject content	3.348	0.775	Agree
3	The ability to deliver instructions competently	3.637	0.512	Strongly Agree
4	The skills to use instructional materials appropriately	3.422	0.640	Agree
5	The ability to use suitable instructional methods	3.377	0.571	Agree
6	Self-management quality	3.311	0.539	Agree
7	Problem-solving ability	3.385	0.657	Agree
8	Interpersonal relationship	3.503	0.501	Strongly Agree
9	The ability to evaluate students and keep proper records	3.437	0.606	Agree
10	The ability to carry out research work and contribute to knowledge	3.325	0.544	Agree
Grand Mean		3.427		Agree

The result of research question 1 presented in Table 1 show that the grand mean of 3.427 was greater than the midpoint value of 2.50. This suggest that appraisal of business teacher education programme in colleges of education in the Southwest, Nigeria has influence on the quality of business educators.

Research question 2: What is the influence of the appraisal of business teacher education programme in colleges of education in the Southwest, Nigeria on the availability of instructional facilities?

Table 2: the mean responses on the influence of the appraisal of business teacher education programme in colleges of education in the Southwest, Nigeria on the availability of instructional facilities

S/N	Appraisal ensures the availability of:	X	SD	DECISION
11	Computers for instructional purposes	3.511	0.584	Strongly Agree
12	Typing pool	3.466	0.596	Agree
13	Library	3.400	0.714	Agree
14	Resource room	3.296	0.573	Agree
15	Lecture halls	3.296	0.623	Agree
Grand Mean		3.394		Agree



The grand mean of 3.394 in Table 2 agreed to question 2 that appraisal of business teacher education programme in colleges of education in the Southwest influence the availability of instructional facilities.

Question 3: What is the influence of the appraisal of business teacher education programme in colleges of education in the Southwest, Nigeria on the quality of graduates?

Table 3: the mean responses on the influence of the appraisal of business teacher education programme in colleges of education in the Southwest, Nigeria on the quality of graduates

S/N	Appraisal enables business education graduates possess:	X	SD	DECISION
16	The knowledge for and about business	3.377	0.596	Agree
17	The ability to transfer knowledge	3.414	0.578	Agree
18	Employable skills	3.466	0.583	Agree
19	Professional ethics and character reformation	3.437	0.618	Agree
20	The ability to meet up academic requirements for graduation	3.340	0.587	Agree
Grand Mean		3.407		Agree

In Table 3, the grand mean of 3.407 was greater than the midpoint value of 2.50. This indicate that the appraisal of business teacher education programme in colleges of education in the Southwest, Nigeria has influence on the quality of graduates.

Research hypotheses

Research hypothesis 1: There is no significant difference in the mean responses of male and female business educators on the influence of appraisal of business teacher education programme in colleges of education in the Southwest, Nigeria on the quality of business educators.

Table 4: t-t analysis on the mean responses of male and female business educators on the influence of appraisal of business teacher education programme in colleges of education in the Southwest, Nigeria on the quality of business educators

ITEM	Gender	N	Mean	Std.	t-calculated	Symbol	t-critical	Decision
1	Male	63	3.555	0.500	0.641	<	1.976	Accept
	Female	72	3.500	0.503				
2	Male	63	3.285	0.811	0.874	<	1.976	Accept
	Female	72	3.402	0.744				
3	Male	63	3.603	0.554	0.717	<	1.976	Accept
	Female	72	3.666	0.474				
4	Male	63	3.476	0.618	0.916	<	1.976	Accept
	Female	72	3.375	0.659				
5	Male	63	3.381	0.580	0.060	<	1.976	Accept
	Female	72	3.375	0.567				
6	Male	63	3.492	0.535	3.830	>	1.976	Reject
	Female	72	3.152	0.493				
7	Male	63	3.476	0.618	1.511	<	1.976	Accept
	Female	72	3.305	0.684				
8	Male	63	3.650	0.480	3.301	>	1.976	Reject
	Female	72	3.375	0.487				
9	Male	63	3.492	0.564	0.987	<	1.976	Accept
	Female	72	3.388	0.640				
10	Male	63	3.444	0.589				



Female	72	3.222	0.481	2.410	>	1.976	Reject
Grand Mean				1.524	<	1.976	Accept

The grand mean value of the calculated-t 1.524 in Table 4 was found less (<) than the critical-t value of 1.976. Based on the criteria to accept the null hypothesis if the calculated value is less than the critical value, it was accepted that there is no significant difference in the mean responses of male and female business educators on the influence of appraisal of business teacher education programme in colleges of education in the Southwest, Nigeria on the quality of business educators.

Research hypothesis 2: There is no significant difference in the mean responses of business educators in federal and state colleges of education in the Southwest, Nigeria on the influence of the appraisal of business teacher education programme on the availability of instructional facilities.

Table 5: *t-test analysis on the mean responses of business educators in federal and state colleges of education in the Southwest, Nigeria on the influence of the appraisal of business teacher education programme on the availability of instructional facilities*

ITEM	INSTITUTION	N	Mean	Std.	t-calculated	Symbol	t-critical	Decision
11	Federal	53	3.603	0.599	1.488	<	1.976	Accept
	State	82	3.451	0.569				
12	Federal	53	3.509	0.608	0.669	<	1.976	Accept
	State	82	3.439	0.589				
13	Federal	53	3.358	0.736	0.541	<	1.976	Accept
	State	82	3.426	0.703				
14	Federal	53	3.283	0.600	0.215	<	1.976	Accept
	State	82	3.304	0.559				
15	Federal	53	3.471	0.575	2.687	>	1.976	Reject
	State	82	3.182	0.631				
Grand Mean					1.120	<	1.976	Accept

The result of research hypothesis 2 presented in Table 5 show that the grand mean of the calculated t-value 1.120 was less than the critical t-value of 1.976. Based on this, the null hypothesis 2 was accepted and concluded that there is no significant difference in the mean responses of business educators in federal and state colleges of education in the Southwest, Nigeria on the influence of the appraisal of business teacher education programme on the availability of instructional facilities.

Research hypothesis 3: There is no significant difference in the mean responses of male and female business educators on influence of the appraisal of business teacher education programme in colleges of education in the Southwest, Nigeria on the quality of graduates.

Table 6: *t-t analysis on the mean responses of male and female business educators on influence of the appraisal of business teacher education programme in colleges of education in the Southwest, Nigeria on the quality of graduates*

ITEM	Gender	N	Mean	Std.	t-calculated	Symbol	t-critical	Decision
16	Male	63	3.412	0.585	0.634	<	1.976	Accept
	Female	72	3.347	0.608				
17	Male	63	3.285	0.580	2.473	>	1.976	Reject
	Female	72	3.527	0.555				
18	Male	63	3.539	0.590	1.365	<	1.976	Accept
	Female	72	3.527	0.555				



19	Female	72	3.402	0.573	0.427	<	1.976	Accept
	Male	63	3.412	0.612				
20	Female	72	3.458	0.626	0.136	<	1.976	Accept
	Male	63	3.333	0.538				
	Female	72	3.347	0.631	1.007	<	1.976	Accept
	Grand Mean							

In Table 6, the result of the t-test analysis of research hypothesis 3 shows that the calculated t-value of 1.007 was less than the critical t-value of 1.976. Based on the t-test decision rule, the null hypothesis 3 was accepted and concluded that there is no significant difference in the mean responses of male and female business educators on influence of the appraisal of business teacher education programme in colleges of education in the Southwest, Nigeria on the quality of graduates.

Discussion

In Table 1 it was revealed that appraisal of business teacher education programme in colleges of education in the Southwest, Nigeria has influence on the quality of business educators. Appraising the management of college of education help to ascertain the performance level of the management; and the performance of management is no doubt the reflection, most importantly of its human component. The quality of teachers therefore, speaks volume about the quality of education provided by a college of education. As Iraki (2013) agreed, appraisal has positive impact towards teaching and learning processes in schools and acted as an intervention strategy which benefited both the individual and the school in pursuit of quality education if well implemented.

Similarly, the t-test result in Table 4 suggested that there is no significant difference in the mean responses of male and female business educators on the influence of appraisal of business teacher education programme in colleges of education in the Southwest, Nigeria on the quality of business educators. This implies that both male and female business educators believes that appraisal strengthens the quality of teachers in colleges of education. This aligned with the study of Iraki (2013) that both male and female teachers did not differ significantly in their responses on performance appraisal.

The result in Table 2 agreed to question 2 that appraisal of business teacher education programme in colleges of education in the Southwest influence the availability of instructional facilities. Facilities, according to Ehiometalor in Onwe (2015) are operational inputs of every institutional programme. Facilities need to be available to guarantee the accreditation of programmes in all colleges of education. The finding agrees with Onwe (2015) that the availability of facilities is therefore a prerequisite for establishing and accrediting a college of education in Nigeria.

Furthermore, the result of research hypothesis 2 presented in Table 5 indicate that there is no significant difference in the mean responses of business educators in federal and state colleges of education in the Southwest, Nigeria on the influence of the appraisal of business teacher education programme on the availability of instructional facilities. This means that both male and female business educators understand the relevance of instructional facilities for instructional delivery in business education. The finding agrees with directive of the National Commission for Colleges of Education (NCCE) in Onwe (2015) that it is compulsory for all lecturers and students (irrespective of the college of education) to make effective use of facilities in their colleges. The finding equally tallies with George (2016) who found no significant difference between Federal College of Education Pankshin and State College of Education Akwanga on the impact of available laboratory facilities for instructional delivery.

The mean responses in Table 3 indicated that the appraisal of business teacher education programme in colleges of education in the Southwest, Nigeria has influence on the quality of graduates. This agree with Shattock in Agasisti (2017) that when institutions behave strategically (that is defining their own priorities, within the set of rules and incentives defined by a national or regional public authority), the role of management is pivotal in determining their performance; which is showcase in the institution itself, faculties and departments and individuals including the graduates of the institution. Also, Ebisine (2013) agreed that appraisal ensures that the products of colleges of education are of high quality and ensure the right person is awarded the right grade at the successful completion of a programme.

Additionally, the null hypothesis 3 was accepted and concluded that there is no significant



difference in the mean responses of male and female business educators on influence of the appraisal of business teacher education programme in colleges of education in the Southwest, Nigeria on the quality of graduates. In this finding, both male and female business educators acknowledged that appraisal is a useful tool to improve teaching and learning. This is so because appraisal aim at improving all components in the teaching-learning process to meet set standard. The finding aligned with Momanyi (2019), that the improvements in teacher education are frequently suggested as solutions to educational problems.

Conclusion

The professional training that teachers receive for them to be classified as professionals and to function effectively in the teaching profession is very important. To ensure that quality is maintain in those colleges of education preparing the teachers, its management performance has to be regularly appraised. Appraisal is a quality control procedure often undertaken by relevant bodies to ensure that standards are maintain.

The appraisal of colleges of education programme can be done internally by the management of the schools. The management ensures that programmes run smoothly the way they should and comply with all quality standards to remain accredited. This study examined some aspects of quality standards observed by the management of business teacher education programme of colleges of education in Southwest, Nigeria to include the employment of quality business educators, available of facilities for instructional delivery and the quality of graduates produced by the colleges of education. Appraisal set the standards, but the implementation of education goal is carried out by the teachers. The teachers are more effective in their task of rendering quality teaching if relevant facilities are availability to aid them do their job. Consequently, the outcome of effective teaching using instructional facilities is the quality of the graduates produced by the school.

Recommendations

The following were recommended:

1. Regular appraisals should be carried out to ensure the quality of business educators both males and female equally.
2. Regular appraisals should be carried out to ensure the availability of instructional facilities in both federal and state colleges of education.
3. Regular appraisals should be carried out to ensure the quality of graduates.



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CHALLENGES OF TEACHING AND LEARNING ENTREPRENEURSHIP IN BUSINESS EDUCATION IN NIGERIA

¹Goar, Nanna Suwa

nannasuwa@gmail.com

²Buwah, Justina Solomon

justinamanqutsolomon@gmail.com

³Duktur, S. L

Department of Office Technology and Management

Plateau State Polytechnic, Barkin Ladi

Plateau state, Nigeria

dukturn@gmail.com

Abstract

The role of entrepreneurship education in any nation cannot be over emphasized. This is due to the fact that entrepreneurs are effective tools for nation building. Entrepreneurship is obviously the driver towards an effective and rapid growth and development of any nation. Business education is an umbrella that encompasses technical and vocational subjects like shorthand and typewriting. Technical and vocational courses are 75 to 80 percent practical in nature which makes entrepreneurship one of them. Teaching and learning entrepreneurship in the four corners of the classroom only is not good enough except it is practically applied through the creation or innovation of new things or ideas. This position paper therefore discusses the concepts of entrepreneurship, teaching and learning, and business education. The paper observes that entrepreneurship is one of the branches under business education and teaching and learning of entrepreneurship at all levels of education in Nigeria is paramount and necessary for national economy growth and development. In conclusion, the teaching and learning of entrepreneurship therefore cannot be effective without its practical application and practice. The paper recommended that both government and management of institutions of learning should be willing to provide adequate and necessary facilities for the teaching and learning entrepreneurship.

Keywords: *Entrepreneurship education, teaching & learning, business education*

Introduction

Entrepreneurship is a vital tool towards national development. Developed nations prioritized entrepreneurship and are still seeing the benefits of doing so. Nigeria, as a developing nation still have a long way to go in providing suitable ground for entrepreneurs to emerge due to increasing cases of banditry, kidnapping, poor government policies, epileptic power supply among others. In 2020 for example, Value Added Tax was increased, electricity charges increased and for the third time, there was increase in the price of fuel. In the face of the covid-19 global pandemic, this for sure does not motivate business educators to have or develop interest in entrepreneurship.

Education is a potent vehicle for national transformation. It is a veritable platform for youths to realize their intellectual potential, develop their abilities and follow their aspirations. Education broadens opportunities and builds capacities; education determines the kind of future any nation wants to have. Nigeria and indeed any nation's future socio-economic success will depend on the ability of its people to deal with a global environment that is knowledge driven. Education is the key and bedrock for sustainable transformation (Ajisafe, Bolarinwa & Edeh, 2015).

Curriculum content in the field of business provides a theoretical framework beneficial for understanding business management and, at the same time, provides undergraduates with the knowledge, skills, and techniques arguably indispensable to start up and manage small businesses effectively (Venter, 2001). Entrepreneurship can serve as a career path diverging from employment provided that prior skill sets in the area of self-employment have been inculcated (Hattab, 2014; Saberi & Hamdan, 2018).



Concept of entrepreneurship

Entrepreneurship is the practice of starting new organizations with a view specially to generating innovation in response to identified business potential (Uddin & Bose, 2012). Entrepreneurship involves independent and calculated risk-taking behavior carried out for future benefit (Parker, 2004). Barakabo and Eze (2016) defined entrepreneurship as the ability to recognize and evaluate business opportunities, assemble the necessary resources to take advantage of them and take appropriate action to ensure success. According to Hattab (2014), entrepreneurs identify opportunities using skills inculcated from education. Entrepreneurial activities devolve from skills obtained from entrepreneurial education—a manifestation of entrepreneurial self-efficacy or entrepreneurial intentionality (Moberg, Vestergaard, Fayolle, Redford, Cooney, Singer, & Filip, 2014).

Entrepreneurship is regarded a critical mechanism to stimulate innovation, which accelerates economic growth. Over the long term, as historically evident, entrepreneurship leads to economic progress (Al-Sokari, Horne, Huang, & Awad, 2014). Entrepreneurship increases prosperity in an economy by engendering production of more higher than lower value-added goods and services and by increasing productivity (Bourne, 2011; Yang & Li, 2011; Hasan & Almubarak, 2016).

According to Ojeifo (2012), entrepreneurship education in Nigeria amongst other things seeks to provide students and teachers in institutions of learning with the knowledge, skills and motivation to encourage (stimulate) entrepreneurial success in a variety of ventures. Variations of entrepreneurship education are offered at all levels of schooling in Nigeria from primary to secondary schools through the graduate university programmes.

Objectives of entrepreneurship in Nigeria

Ayatse (2013) and Ojeifo (2012) observe that entrepreneurship is a key driver of the Nigerian economy. Paul (2005) note that entrepreneurship education is structured to achieve the following objectives:

- i. Entrepreneurship education offers functional education for the youth that will enable them to be self-employed and self-reliant
- ii. Entrepreneurship education provides youth graduates with adequate training that will enable them to be creative and innovative in identifying novel business opportunities.
- iii. Entrepreneurship education serves as a catalyst for economic growth and development.
- iv. Entrepreneurship education offer tertiary institution graduates with adequate training in risk management, to make certain bearing feasible.
- v. Entrepreneurship education aims to reduce the high rate of poverty among the Nigerian population.
- vi. Entrepreneurship education creates employment opportunities and generation.
- vii. Entrepreneurship education aims to reduce rural-urban migration
- viii. Entrepreneurship education provides the young graduates with enough training and support that will enable them to establish a career in small and medium sized businesses.
- ix. Entrepreneurship education seeks to inculcate the spirit of perseverance in both youths and adults which will enable them to persist and insist on any business venture embarked upon.
- x. Entrepreneurship education seeks to create smooth transition from a traditional to a modern industrial economy.

Teaching and learning entrepreneurship in business education

Sequeira (2012) views teaching as a set of events, outside the learners which are designed to support internal process of learning. Teaching (instruction) is outside (external) the learner. Sequeira added thus, “it is an accepted fact that teachers are usually not born but made. Good teachers nurture their knowledge and skills through constant and deliberate efforts. One of the pre-requisite to be good teacher is to understand the teaching learning process in more depth. This facilitates better appreciation of the teaching profession as well as the process of imparting education”. Teachers cannot motivate students to learn if they lack self-motivation. Teachers are in the middle of these changes. They need to be equipped with the right skills, knowledge and attitudes to be able to provide their students with the new curricula, pedagogies and learning environments. Teachers need to be trained for the task.

According to Sequeira (2012), learning is about a change: the change brought about by developing a new skill, understanding a scientific law, changing an attitude. Learning can be defined as an act of getting experience, knowledge, skills, competences and values by understanding what to do and how to do it to achieve a particular and specific outcome or result. Learning brings about



changes in existing behaviour of humans, plants and animals. Learning is a process which occupies important role in moulding the structure of our personality and behaviour. Learning is internal to learners while teaching is external.

There is a strong relationship between business education and entrepreneurship as both are technical in nature and practical base. In fact, business education is an umbrella which houses technical and vocational subjects like shorthand, typewriting, accounting, book keeping, among others. Gidado and Akaeze (2014) notes that business education is a skill-based course which inculcates entrepreneurial skills in the recipient. They added that entrepreneurship deals with creative identification and utilization of business opportunities. Business education is described as an education for business and about business. It equips its recipients with creative skills that would make them to perform well as entrepreneurs.

According to Ajisafe, Bolarinwa and Edeh (2015), the primary goal or objective of business education is to produce competent, skillful and dynamic business teachers, office administrators and businessmen and women that will effectively compete in the world of work. Njoku (1997) therefore defines business education as that facet of educational training that helps the individual to acquire relevant skills needed for living. Business education is also 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 (Njoku, 2006). 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. Modern business education offers an extensive battery of entrepreneurial skills (Henry & Treanor, 2012). Teaching and learning has gone beyond the teacher standing in front of a group of pupils and disseminating information to them without the students' adequate participation (Ajayi, 2008).

Importance of business education in Nigeria

Ebinga (2014) observe that the contributions of business education to national development include the provision of technical, vocational and industrial skills necessary for agricultural, commercial and overall economic development, while specifically equipping young trainees with the technical know-how and requisite skills that ultimately enables them understand the increasing complexities of new-age technologies and the need to acquire skills necessary for the management of our nation's abundant human and natural resources.

Technological changes continue to modify and improve the different sectors every economy especially education. Technology has brought a lot of changes to business education and Ajisafe, et al (2015) affirm that business educators have always accepted that change as 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. Nevertheless, it is the business educator that must be willing to adapt and manage these challenges to ensure successful programs for the future. It is essential that business education be a useful and vital component of transformation agenda if the curriculum of business programs across the country is to continue to meet the needs of its students (Ajisafe, Bolarinwa & Edeh, 2015).

According to Ajisafe, Bolarinwa and Edeh (2015), the importance of business education to the nation include the following:

- i. Business Education help more people have skills that can make them employers of labour. Dependence of the nation on government will be minimal as people become job creators.
- ii. As people develop proper values towards work, they tend to contribute more both socially and economically to the nation. For instance, the nation is divorced or break-free from violence, sexual immorality, pride, corruption and examination malpractice among others.
- iii. As citizens become judicious spenders, the country gains by way of investing excess resources on meaningful projects that would lead to economic development. Government can curb poor infrastructural facilities in the education and health sector by ensuring judicious utilization of resources.
- iv. If one understands another's right as a citizen of a country and enforces them the country would have less to worry about but would rather devote more time and resources on development.



- v. If citizens of a country develop sound moral value then the country will be free from insecurity and peace will reign supreme. More people will invest in the country and there will be increased in growth and development.
- vi. Business education has made it possible for those who want to be retrained in order to upgrade their skills and have access to education. In this way, people who finish secondary grammar school with no saleable opportunity skills will have to acquire skills that make them become functional, through retraining programmes.

Business education remains the foundation of human resource development which provides knowledge, skills, attitudes and understanding needed to perform in the business world as a producer or consumer of economic goods and services that business offers. To ensure national transformation as being emphasized as a slogan on daily basis, there is immediate need to tackle the challenges of entrepreneurship in business education programme headlong to pave way for the fulfillment of its roles in national life (Ajisafe, Bolarinwa & Edeh, 2015).

Challenges of entrepreneurship education in Nigeria

The challenges of entrepreneurship education in Nigeria are enormous with little or no effort made to curtail it for the better. Most times, some good efforts made to improve on those challenges are jeopardized by some influential people in the country for selfish reasons. Few from the many challenges of entrepreneurship education in Nigeria include poor funding, corrupt practices, lack of, or inadequate educational facilities, epileptic power supply, inconsistent and poor government policies, among others.

Poor policy formulation or lack of commitment towards implementation: This is a common feature in Nigeria. Laid down policies seem to be abandoned sooner than later. Most establishments, schools and institutions in Nigeria lack clear-cut policies to follow, issues of inadequate infrastructure for the safeguarding of facilities and others are likely to cause problems one way or the other.

Poor funding of education: Funding of Nigeria's education has been poor and grossly inadequate for a very long time without genuine reason. Ibukun (2016) noted that in 2011, N306.3bn was allocated to education in Nigeria. N400.15bn in 2012, N426.53bn in 2013, N493bn in 2014, N492bn in 2015, and N369bn in 2016. Instead of a progressive move in the budget allocation, it continues to decline. "Nigeria's most important sector remains underfunded. Ivory Coast and Senegal have met and gone beyond; it is most appalling that the most populated country, the biggest economy and the largest exporter of crude-oil in Africa is still yet to meet it". In a selection of 20 countries around the world, Nigeria is ranked last in funding its educational sector. Ghana is 1st with 31.0%, Cote d'Ivoire is 2nd with 30.0%, Uganda is 3rd with 27.0%, Morocco is 4th with 26.4%, South Africa is 5th with 25.8%, Swaziland is 6th with 24.6%, Kenya is 8th with 23.0%, Botswana is 10th with 19.0%, Tunisia is 13th with 17.0%, with Lesotho having same percentage, Burkina Faso is 15th with 16.8%, while Nigeria is 20th with 8.4% (World Bank, 2012, in Nzeh, 2013). "To underscore the situation, no Nigerian university is ranked among the top 800 in the world or among the top 10 in Africa" (Oyedemi, 2016).

Lack of, or inadequate educational facilities: Okiy (2005), Ashcroft and Watts (2005), Ani (2005), Waiganjo (2006) expressed concerns on the poor funding and noted that it is the main reason why most schools and institutions of higher learning today lack facilities. Goar and Yilwatda (2018) observe there are dilapidated buildings, classrooms and libraries and lack of repairs to spoilt equipment, and careless attitude towards management.

Epileptic power supply: Nyam, Yilwatda and Buwah (2018) notes that this is a pathetic state of the Nigerian economy. The state of energy generation, distribution and supply continues to suffer from compromise and corruption which has defied attempts to fix this sector. A study carried out by Chisenga (2004) notes that only Nigeria among ten (10) African countries including Ghana, Kenya, Uganda, and South Africa, has very unique problem of electricity. The power generators which serve as substitute to power source produce noise pollution and also emit carbon dioxide (CO₂) into the air which causes health problems when inhaled, amongst other disadvantages (Nyam, Yilwatda & Buwah, 2018).

Corrupt practices: Widespread and ever present corruption has eaten deep into every aspect of the Nigerian economy. Nigeria is the 136 least corrupt nation out of 175 countries, according to the 2016 Corruption Perceptions Index reported by Transparency International. Corruption continues to hit Nigeria hard despite efforts to fight it for good. Money released for purchase of ICT facilities are



diverted by corrupt officials in highly-placed offices for their personal use (Trading Economic, 2017). Common corrupt practices in Nigeria include diverting funds meant for the purchase of educational equipment and development of infrastructure.

Unwillingness by management to train and retrain business educators: Business educators are responsible for instilling knowledge and skills among business education students so they can become great entrepreneurs in the near future. However, the management of many institutions of learning from the primary to the tertiary levels are unwilling to train and retrain teachers towards acquiring better knowledge, skills and competences for the students to have the best too.

Conclusion

Major economies of the world specifically developed nations like the United States of America and China among others were boasted by entrepreneurship activities. However, developing nation like Nigeria is yet to see the need to prioritise entrepreneurship and give it the maximum back up to be taught in primary schools, secondary schools and tertiary institutions of learning.

A nation thrives when its citizens have adequate knowledge and skills on entrepreneurship and are supported by deliberate government policies to back up and support entrepreneurs in whatever way possible. The acquisition of such knowledge and skills starts from learning institutions where the teaching of entrepreneurship is also done effectively.

A thick line can be drawn between entrepreneurship and business education, meaning that entrepreneurship is part of business education subjects like ICT office application, book keeping, shorthand and typewriting which are practical base. The teaching and learning of entrepreneurship therefore cannot be effective without its practical application and practice.

Recommendations

The following recommendations were made:

1. The Nigerian government through the Ministry of Education should make deliberate effort to set up a committee of committed scholars and researchers (business educationists) to develop a blueprint for entrepreneurship education at all levels of education in the nation and ensure its full implementation too.
2. The Nigerian government should ensure government primary schools, secondary schools and tertiary institutions of learning are well funded so it can help the management of such institutions carry out repairs and maintenance of some essential facilities that will improve the teaching and learning environment.
3. The Nigerian government should make deliberate effort to provide adequate educational (teaching and learning) infrastructural facilities such as laboratories, libraries, adequate classes, among others. The government should collaborate with the relevant agencies to improve the source of power supply around the nation.
4. Management of institutions of learning should not leave the provision of teaching and learning facilities in the hands of the government or governing council alone but make effort to assist and provide affordable facilities for effective teaching and learning.
5. The Nigerian government should deliberately fight corruption sincerely to a standstill or to its barest minimum without fear or favour. Ethnic, religious and political views should be set aside when fighting corruption.
6. Management of institutions of learning should be willing to frequently send and sponsor business educators towards the development of their knowledge and skills on entrepreneurship education and other business education related courses. Business educators should ensure they also take responsibility for their development in their different fields of study.

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OFFICE SKILLS REQUIRED BY OFFICE TECHNOLOGY AND MANAGEMENT STUDENTS FOR EFFECTIVE PERFORMANCE IN MODERN OFFICE

¹Olayinka Taiye Oyinloye

oyinloyeolayinka@gmail.com,

²Eunice Modupe Asonibare

euniceasonibare3@gmail.com

Department of Office Technology and Management
Kwara State Polytechnic, Ilorin.

³Dr. Kikelomo Oluwalola

doctoroluwalola@gmail.com

Department of Educational
Management Faculty of Education
University of Ilorin, Nigeria

Abstract

The study examined office skills required by office technology and management graduates for effective performance in modern office. Descriptive survey research design was used for the study. The population of the study comprised of 254 respondents. A sample of 152 respondents made up of 64 males and 88 females HND students for 2019/2020 session was selected from OTM department of Kwara State Polytechnic, Ilorin and Federal Polytechnic, Offa. Office Skills required by Office Technology and Management Graduates Questionnaire (OSOTMGQ) which was duly validated with a Cronbach alpha reliability coefficient of 0.87 was used to gather data for the study. One hundred and fifty two copies of the questionnaire were administered and retrieved and used for the study. The data collected to answer the research questions were analyzed using mean and standard deviation. The null hypothesis was tested using t-test statistics. The study found among others that office skills both of which include hard and soft skills are required by OTM graduates for effective performance in modern office which include; technology skill, internet skill, computer skill, problem solving skill, presentation skill, communication skill among others. Based on the findings, conclusion was made that for any graduate to be successful in the 21st century office, hard and soft skills must be acquired. If these are not acquired it means that the graduates will find it difficult to perform their assigned job and the name tag of unemployable graduates would still continue to follow OTM graduates. The following were recommended among others that, polytechnic institutions should provide enabling environment for OTM programme to survive and that different types of office machines and equipment, internet facilities, computers, and other gadget and devices in line with the experiences and skills needed in modern offices should be made available for the training and preparation of the student to acquire skills, competences and knowledge as required in the modern office right from the school; there is also the need for OTM lecturers to expose students to adequate and relevant hard and soft skills which will enhance the graduates' effective performances in a modern office, because it's often said that hard skills will get you an interview but you need soft skills to get and keep the job.

Keywords: Office, hard skills, soft skills, OTM, Modern Office

Introduction

Education plays an unquantifiable role in societal, national and even global development. It is the only instrument that emancipates and safeguards the entire human rights via a balanced knowledge acquisition. Provision of qualitative education has been one of the challenges facing developing countries like Nigeria, which is a veritable tool for the development of individuals and nations. (Onasanya, Nathaniel, Laleye & Akingbemisilu, 2013). The world of work is more complex and fluid, newer approaches to work and learning are in high demand than before; this made most educational institutions to imbue their students with functional lifelong learning skills they need to



survive and meet the changes of the twenty-first century (Federal Ministry of Education, 2002). In the present office environment, technology has brought changes to the old methods of performing office works; thereby give way to new methods. This new methods requires new skills, competences, knowledge and abilities to be able to perform and succeed in the 21st century modern office. The new methods of performances of office duties as a result of technological changes in office environment call for training and preparation of prospective office workers to acquire skills, knowledge, and experiences needed to perform in the modern office.

Skill as a concept is a specific form of learning and the ability to be trained on a particular function, or task till you become an expert and master on the skill. Uzor and Ike (2010) described skill as ability to do something well, gained through training and experience. Skill is also seen as one's potential competencies in the performance of specific tasks acquired after a period of training or experience. Skill therefore is the rapidity, precision, expertise, dexterity and proficiency exhibited through mental and manual repetition of performance of an operation. Okoli (2013) defined skills as the economic-tools with which entrepreneurs confront and solve societal problems. Skills are practical activities which make one employable, self-reliant and relevant to the society. OTM graduates must possess these skills that are necessary to enable them perform effectively in the modern office.

This skill can be obtained through education, training or experience that will inculcate into the individual how to carry out or discharge his/her responsibilities very well with the new knowledge. Inalegwu (2016) viewed skill as expertness, aptitude and competences appropriate for a particular job; it has to do with expert knowledge and creative reasoning to a level of mastery. In order to attain these skills, the individual needs to acquire basic training or knowledge levels related to the task to be performed whether through formal, informal or combination of the two. Boytziz (2010) defined skill as the ability to demonstrate a system and sequence of behavior that is functionally related to attaining a goal. When necessary skills are acquired, tasks performance becomes easier.

Federal Republic of Nigeria (2013), noted that skill acquisition is one among other policies embarked upon in Nigeria with the sole aim to alleviate poverty, youth restiveness, sophisticated crimes and corruption rates, rural-urban drift, unemployment and other social vices by providing technical knowledge and vocational skills necessary for agricultural, industrial, commercial and economic development. It is expected that graduates of OTM acquired skills that would enable them to perform in modern office.

Office Technology and Management is a comprehensive term referring to those aspects of the educational process involving, in addition to general education, the study of technologies and related science and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of economic and social life (Baba & Akarahu, 2012).

Nwabuona (2010) stated that OTM programme focuses on combination of office information technical skills with adequate and relevant business knowledge in solving organizational problems. Nwabuona went further that the target of the programme is to produce hybrid administrative professionals to respond to the demand of a dynamic and intensely computerized work place.

Oduaike and Amoda in Ibrahim (2015) stated that the goal of OTM is primarily to produce competent, skillful and dynamic office managers, office administrators and businessmen and women that will effectively compete in the world of work. Oliver in Ibrahim (2015) stated that business education OTM inclusive is the sum total of the knowledge, skills and attitude that are required for successfully promoting and administering business enterprises. Komolafe and Ajani (2010) corroborated that OTM is a work oriented educational programme that aims at skill acquisition which are useful and employable in the labourmarket.

Office Technology and Management programme therefore, is an educational programme meant for the acquisition of knowledge, skills, office ethics and competencies needed to prepare the individual to enter gainful employment in specific business and office occupation. It is a veritable programme of study which builds its participants and graduates to be able to contribute meaningfully to national development. The programme is designed to equip students with the competencies required to work in a modern office environment. This implies that students must possess office skills that will enable them to perform successfully as secretary or office administrator in a modern office. Therefore, office technology and management as a programme prepare students to possess some certain skills which are germane to their successful performance in a modern office or world of work right from the school.



With the advent of technology the old methods of performances in office settings has given way to the new methods and it is expedient that these new technology be included in OTM curriculum in Polytechnics. Therefore, it became imperative that acquisition of OTM competences, skills and abilities is a must by students for successful performance in 21st century office. The changing nature of work environments, the emergence of technology-driven processes, and the diversified needs of clientele are the emerging challenges of higher education institutions in order to meet the demand for employable graduates (Same Inanotech,2014).

The office skills required for effective performance of secretary in a modern office are soft and hard skills. This can be divided into technical elements and behavioral elements (Noe, Hollenbeck & Gerhart, 2015). Technical elements measure hard or technical skills. These skills are used as a basis for the development of educational curriculum, future profiling of jobs and the technical functions that the industry desire most (Kennedy, 2016). Hard skills are the technical skills individual use each day to perform the job for example computer skills or procedural knowledge applied in job (Dennis & Jimmy, 2011, Jane & Helen, 2008). This implies that hard skills are the core competences and knowledge acquired for effective performance of office works and duties such as ability to operate office machines and equipment, keyboarding skill and many others. It is a technical knowledge or training that you have gained through any life experience including in your career or education. The communication elements measure soft skills which include the attitudes and approaches applicants take to their work, such as the ability to collaborate on team projects (Daud, Abidin, Sapuan & Rajadurai, 2012). Soft skills refer to a cluster of personal qualities, habits, attitudes and social graces that make someone a good employee and compatible to work with. Soft skills defined as desirable qualities for certain forms of employment that do not depend on acquired knowledge, they include common sense, the ability to deal with people, and a positive flexible attitude (Jungsun, Mehmet, JeoungWoo, & Hwayoung, 2011). Soft skill can be seen as personal qualities, an inbuilt traits and attitudes that guide ways of behavior of an individual. Soft skills are personal habits or traits that shape how you work on your own and with others. It is skills that enable you to fit in at a workplace. They include your personality, attitude, flexibility, motivation, and manners. Soft skills are personality traits and behaviors. Soft skills are not about the knowledge you possess but rather the behaviors you display indifferent situations.

Global trend in education have shown that students of various disciplines including business education students in general and OTM students in particular leave school without acquiring the pre-requisite skill that foster individual, community or national development. Therefore it is important that the skills required by employers must be equivalent with the skills possessed by the graduates. It is on this note that this study intends to examine office skills required by Office Technology and Management students for effective performance in modern office.

Statement of the Problem

Many people today lamented that Nigerian graduates are not employable with the kind of skills required in modern offices and industries. This is because they are unable to perform as expected in the 21st century office, as a result of acquisition of inadequate office skills and competences that are required to perform. Audu, Abdulkadir and Abdul (2013) corroborated this in a recent survey research carried out, that over 40 million graduates are unemployable into the industries because of lack of technical and vocational skills required for jobs available. Indeed there are vacancies for jobs in Nigeria but right now, there are little or no human resources with appropriate skills to fill the vacancies for the available jobs (Alfred, 2010).

This is an indication of the insignificance skill acquired in the programme offered in schools to the employment needs of individual learners. Based on this, acquisition of adequate office skills in OTM programme is to enhance the competences, knowledge and abilities of the graduates to be able to fit into the 21st century office and be able to perform optimally. Therefore, it is pertinent for the study to determine the office skills required by office technology and management graduates for effective performance in a modern office.

Research Questions

The following research questions guided the study:

1. What are the office hard skills required by OTM graduates for effective performance in modern office?
2. What are the office soft skills required by OTM graduates for effective performance in



modern office?

Research Hypothesis

One hypothesis was formulated for the study. This was tested at 0.05 level of significance:

1. There is no significant difference between the mean rating of male and female students on office skills required by OTM students for effective performance in modern office.

Methodology

The study adopted descriptive survey research design. The population of the study comprised all HND students for 2019/2020 session in the department of Office Technology and Management of Kwara State Polytechnic, Ilorin and Federal Polytechnic, Offa. The HND students were used because they had undergone and had experience in one year industrial training programme. There was a total population of 254 HND students. The students sample was selected using research advisor sample size table. The sample size was thus made up of 152 comprised of 64 males and 88 females. Random sampling technique was used to select the student respondents from each polytechnic.

The instrument for data collection was a structured questionnaire tagged Office Skills required by Office Technology and Management Graduates Questionnaire (OSOTMGQ). The questionnaire was made up 62 items; which was divided into two parts. The first part consisted of 25 items on office hard skills required by OTM graduates for effective performance in modern office while the second part consisted of 37 items on office soft skills required by OTM graduates for effective performance in modern office. The items were placed on 4 point rating scale of Very Highly Relevant (VHR) = 3.50- 4.00, Highly Relevant (HR) = 2.50-3.49, Moderately Relevant (MR) = 1.50-2.49, and Not Relevant (NR) = 0.0-1.49. The instrument was face validated by three experts at Kwara State Polytechnic, Ilorin and Federal Polytechnic Offa. The Cronbach Alpha reliability test was used to determine the internal consistency of the instrument which yielded reliability co-efficient of 0.87. Mean and standard deviation were used to analyze the data collected for the study. Independent t-test was used to test the hypothesis. For the Ho, if the observed p-value is less than the fixed p-value, the Ho was not rejected, if otherwise, the Ho was rejected.

Results

Research Question One

What are the office hard skills required by OTM graduates for effective performance in modern office?

Table 1: Mean and Standard deviation of the respondents rating of office hard skills required by OTM graduates for effective performance in modern office

S/N	Item Statement	\bar{X}_1	SD	Remark
1	Technology skill.	3.210.76		HR
2	Office machines and equipment operating skill.	2.971.21		HR
3	ICT skill.	3.001.02		HR
4	Keyboarding skill.	3.120.89		HR
5	Computer skill.	3.670.61		VHR
6	Word processing skill.	3.450.79		HR
7	Shorthand skill.	3.710.57		VHR
8	Database management skill.	3.090.82		HR
9	Presentation skill.	3.510.66		VHR
10	Ms-Excel skill.	3.770.55		VHR
11	Skill to organize meeting.	3.890.45		VHR
12	Ability to upload and download file.	3.011.01		HR
13	Practical skills to demonstrate originality and inventiveness.	3.400.78		HR
14	Ability to copy, cut/move and paste documents.	3.760.56		VHR
15	Ability to save and retrieve documents in computer and other storage media	3.420.80		HR
16	Ability to use e-mail	3.340.92		HR



17	Responsibility skill.	3.38	0.97	HR
18	Research skill.	3.28	0.89	HR
19	Webpage design skill.	3.61	0.62	VHR
20	Desktop publishing skill.	3.11	0.90	HR
21	Graphic design skill.	2.78	1.30	HR
22	Management information system skill.	3.79	0.52	VHR
23	Management skill.	2.97	1.21	HR
24	Entrepreneurship skill.	3.01	1.01	HR
25	Record management skill.	3.00	1.02	HR
Aggregate mean and standard deviation		3.33	0.83	HR

Source: Field Survey, 2020

Table 1 revealed that the mean ratings of the respondents to items 5,7,9,10,11,14, 19 and 22 are 3.67, 3.71, 3.51, 3.77, 3.89, 3.76, 3.61 and 3.79 respectively indicated veryhighly relevant. It was also showed that the mean ratings of the respondents to items 1, 2, 3, 4, 6, 8,12,13,15,16,17,18,20,21,23,24 and 25 showing 3.21, 2.97, 3.00, 3.12, 3.45, 3.09, 3.01, 3.40, 3.42, 3.34, 3.38, 3.28, 3.11, 2.78, 2.97, 3.01 and 3.00 respectively indicated highly relevant. 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 3.33 and 0.83 respectively.

The implication was that office hard skills are required by OTM graduates for effective performance in modern office. This is because the acquisition of office hard skills by OTM graduates will enhance effective performance of work and easy achievement of office objectives in a 21st century modern office.

Research Question Two

What are the office soft skills required by OTM graduates for effective performance in modern office?

Table 2: Mean Rating and Standard deviation of office soft skills required by OTM graduates for effective performance in modernoffice.

S/N	Item Statement	\bar{X}_1	SD	Remark
1	Discovery/Creativity skill.	3.21	0.76	HR
2	Interpersonal Skills: enhance relationships, rapports and bond between people in office.	2.97	1.21	HR
3	Skills to appreciate self-worth, boldness and confidentiality in oneself.	3.00	1.02	HR
4	Problem solving skill	3.12	0.89	HR
5	Responsibility skill.	3.67	0.61	VHR
6	Integrity/ Honesty.	3.45	0.79	HR
7	Human relations skill.	3.71	0.57	VHR
8	Motivational skill.	3.09	0.82	HR
9	Communication skill.	3.51	0.66	VHR
10	Personal skill.	3.77	0.55	VHR
11	Team work.	3.89	0.45	VHR
12	Leadership skills.	3.01	1.01	HR
13	Critical thinking.	3.40	0.78	HR
14	Conflict resolution.	3.76	0.56	VHR
15	Negotiation skills.	2.32	0.83	MR
16	Decision making.	3.34	0.92	HR
17	Self-motivation.	3.38	0.97	HR
18	Self-confidence	3.28	0.89	HR
19	Self-awareness.	3.61	0.62	VHR
20	Kindness and courtesy skills.	3.11	0.90	HR
21	Professional ethics.	2.78	1.30	HR



22	Time management and working under pressure.	3.79	0.52	VHR
23	Telephone skills	2.97	1.21	HR
24	Positive attitude	3.01	1.01	HR
25	Professionalism	3.00	1.02	HR
26	Presentation skill.	3.88	0.45	VHR
27	Public speaking	3.68	1.03	VHR
28	Persuasion skill.	3.34	1.05	HR
29	Work ethic	3.89	0.45	VHR
30	Flexibility	2.30	0.67	MR
31	Adaptability	2.97	1.21	HR
32	Desire to learn	2.12	0.84	MR
33	Logical thinking	2.10	0.78	MR
34	Enthusiasm	2.41	0.73	MR
35	Friendliness	3.01	1.01	HR
36	Dealing with office politics	3.79	0.52	VHR
37	Listening skill.	2.01	0.74	MR
Aggregate mean and standard deviation		3.18	0.82	HR

Source: Field Survey, 2020

Table 2 revealed that respondents mean ratings ranged from 2.01 to 3.89. Items rated very highly relevant are 12; items rated highly relevant are 19 and items rated moderately relevant are 6 respectively. The standard deviation ranged from 0.45 to 1.30 which indicated low variability in the respondents' responses. This was also signified by the aggregate mean and standard deviation of 3.18 and 0.82 respectively. This implied that all the office soft skills are required by OTM graduates for effective performance in modern office.

Test of Hypothesis

There is no significant difference between the mean rating of male and female students on office skills required by OTM students for effective performance in modern office.

Table 3: Summary of t-test Analysis between the mean rating of male and female students on office skills required by OTM students for effective performance in modern office

Group	N	Mean	STD	Df	t-Cal	t-Crit	P	Remarks
Male	62	2.91	0.96	148	0.59	1.96	0.05	NS
Female	88	3.01	0.95					

Table 3 indicated that there is no significant difference between the mean rating of male and female students on office skills required by OTM students for effective performance in modern office. The table showed that t-calculated value of 0.59 is less than t-critical table value of 1.96 at 0.05 level of significance and 148 degree of freedom. The null hypothesis is therefore not rejected.

Discussion of Findings

The study found that office skills required by office technology and management graduates for effective performance in modern office comprised of hard and soft skills. Such office skills are necessary for effective performance of OTM graduates in a modern office. The hard skills are computer skill, keyboarding skills, ability to operate office machines and equipment; presentation skill, ability to organize meeting; internet skill, MS Excel and word processing skills are among the identified skills required by office technology and management graduates for effective performance in modern office. The finding of this study was in line with the findings of Ezenwafor and Olaniyi (2016) who noted that business education (OTM) graduates needed all the technical skills because the technical know-how relevant to business area is very crucial for business success and effective performance of OTM graduates in modern office. The authors went further that job specific knowledge and technique that are required to perform organizational role is necessary.

Moreso, the study found that office soft skills such as creativity, communication, interpersonal, motivational, honesty, decision making, and time management, ability to work under



pressure, negotiation, conflict resolution, self-confidence, respect, kindness and courtesy are among the office soft skills for effective performance of OTM graduates in modern office. This finding supports the earlier finding of Irukaku and Noeleen, (2018) who stated that fundamental feature of business education (OTM) is to prepare individuals for the acquisition of the needed skills to survive in a highly competitive labour market. The authors therefore become pertinent that students must acquire the skills commensurate with the programmes of the course, to display the applications of professional skills in job market and self-reliance.

Ibrahim, (2015) noted that modern organizational practices have broadened tremendously to include the challenging need of workers to adapt to the rapidly changing techniques, new equipment and work processes. Drucker, (2010) stated that knowledge workers are now needed by knowledge organizations that operate in knowledge economy. This implied that, OTM graduates are expected to acquire and perform their work with the required office skills which include both hard and soft skills for effective performance in modern office.

The test of the null hypothesis revealed that there was no significant difference between the mean responses of both male and female students on office skills required by OTM students for effective performance in modern office was upheld. This implied that acquisition of office skills by OTM students for effective performance in modern office is important. The office skills will make the students to compete favourably in the world of work and in the 21st century modern office.

Conclusion

The findings of this study revealed different types of office skills required by OTM graduates for effective performance in a modern office. The office skills include hard and soft skills among which include; technology skill, ability to operate office machines and equipment, internet skills, creativity skill, motivation skill, negotiation skill, and communication skill among others. This implied that for any graduate to be successful in the 21st century office, these must be acquired. If these are not acquired it means that the graduates will find it difficult to perform their assigned job and the name tag of unemployable graduates would still continue to follow OTM graduates.

The possession of these office skills by OTM graduates will enhance effective performance of work and increase their efficiency. Based on this, adequate and relevant office skills required for effective and efficient performance of OTM graduates is important.

Recommendations

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

1. Polytechnic institutions should provide enabling environment for OTM programme to be able to prepare students with the required skills. This can be done by way of providing different types of office machines and equipment, internet facilities, computers, and other gadget and devices. In addition, the experiences and skills needed in modern offices should be made available for the training and preparation of the student to acquire skills, competences and knowledge as required in the modern office right from the school.
2. There is the need for OTM lecturers to expose students to adequate and relevant hard and soft skills which will enhance the graduates' effective performances in a modern office. It's often said that hard skills will get you an interview but you need soft skills to get and keep the job.

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EVALUATION: A CATALYST FOR SKILL ACQUISITION IN BUSINESS EDUCATION

¹**Dr. Sulayman Dauda Gidado (MABEN)**

*Department of Business Education Federal
Capital Territory College of Education Zuba
Abuja, Nigeria
+2348060599833*

sdgidado@yahoo.co.uk, sulaymangidado@gmail.com

²**Rilwan Daramola (Maben)**

*School of Secondary Education (Business)
Federal College of Education (Tech),
Bichi, Kano State
+2348037657983*

daramola_rilwan@yahoo.com

Abstract

Evaluation is an integral part of human life whose outcome could lead to effective teaching and learning that would result into effective acquisition of skills. This paper looked at the concepts of business education, skills acquisition as well as evaluation and established that evaluation is a catalyst for skill acquisition in Business education due to the fact that it could lead to development of a viable business education curriculum, deployment of quality human and material resources, qualitative and effective teaching, admission of quality students and helps in determining the number of students to be admitted in a given a period for effective skill acquisition in business education. It is also a stimulant to learning because the students could use its feedback to remedy poor performance, improve on an average performance or maintain a good performance. The paper concluded that effective evaluation of business education is a potent tool for skill acquisition in business education and would make the products to be well equipped with skills that will lead to effective and efficient discharge of tasks before them in the world of work, and be able to compete with their contemporaries anywhere in the world. Finally, the paper among others suggests that business education programme should be adequately evaluated, facilities required for evaluation should be adequately provided and window dressing for purpose of deceiving the accreditation team as well as school inspectors and supervisors should be avoided by administrators of business education. This is because; it is detrimental to skill acquisition

Keywords: *Evaluation, Catalyst, Skills, Acquisition, Business education*

Introduction

Skills acquisition in Business education is among the potent tools for repositioning the already battered Nigerian economy which has been worsened by the Corona virus disease (COVID 19) pandemic which caused devastating effects on economies of different countries of the world. This is because Umoru (2013) is of the view that business education is a discipline whose components are designed to inculcate the spirit of resourcefulness, endurance and innovativeness unto the students. Umoru (2015) also sees business education as an academic programme which has the aim of equipping the learners with an understanding of value, knowledge, business and technical skills which are required in the world of work and teaching students business related subjects. These imply that the products of business education are made to become efficient users of available resources; persevere in seeing that goals are attained and have the ability of developing new and better ways of doing things that could make them to be



efficient and productive in their places of work and become successful as self-employed individuals. It is worthy of note that business education covers skill areas that are essential in bringing about economic progress both nationally and globally. Notable among these skills are managerial, communication, leadership, accounting, marketing, record keeping, office, information and communication technology and entrepreneurial skills which are expected to turn around the economy and ensure that things are changed for better. Business education is therefore, one of the surest disciplines that are required for repositioning the Nigerian economy and take it the promise land.

A deduction from Amesi (2017) shows that skill acquisition is a deliberate, systematic and sustained effort which leads to capability that makes a person to effectively and efficiently carry out complex activities or job functions involving cognitive, technical and interpersonal dispositions. This implies that skills are cognitive, psychomotor and affective. They are acquired through learning and lead to competence which would enhance better performance of tasks and enable a person to contribute to societal growth and development. Chundusu and Jwanpe (2017) also see skill acquisition is a gradual process of change from less effective behaviour to a highly proficient state of expertise leading to the process of making superlative output a general characteristic of the behaviour. This shows that skill acquisition transforms the recipient from the state of low productivity to that of higher productivity which could be seen through their ability to perform better than when they were not exposed to the training.

To determine the extent to which a skill has been acquired, evaluation which is an integral part of human life is essential. This is because there is need to subject whatever one does to assessment so as to know how well they are faring in order to know their strengths and weaknesses for the purpose of building on the strengths and proffering corrective measures to the weaknesses. Evaluation is used to determine whether or not the goal of education (skills acquisition) has been achieved. In line with this, Umoru and Oluwalola (2015) state that evaluation is an integral part of educational process, in the sense that it collects and use data for decision on an educational process or programme for the purpose of knowing the extent to which it conforms with expected standard. According to Nwachukwu (2015), programme, student, teacher, instructional materials, school authority, finance, parent/guardian and outside agencies should be evaluated. This implies that input, process and output of the educational system are supposed to be subjected to evaluation. Based on these, Shaibu, Ameh and Barinem (2015) point out that students' learning outcome, physical facilities and teaching equipment, efficiency of the programme, publication and professional literature, library, availability and effectiveness of instructional aids, quantity, quality and effectiveness of teachers and behaviours and attitudes of learners should be evaluated. Furthermore, to be specific, Ubulom (2012) is of the view that whether conceptualized in broad or narrow scope, business education programme requires adequate evaluation in order to ensure the effectiveness of the programme and or ascertain the discrepancies in the programme and accordingly make decision(s). He also suggests that evaluation should be built into business education programme development processes, right from the beginning and be clearly designed, made simple, flexible, and realistic.

From the foregoing, it could be seen that evaluation could lead to acquisition of skills in business education through its assessment of input, process and output. This is because, evaluation would all things being equal ensure that the right teachers and facilities are employed for teaching the discipline and only qualified students are admitted to study the programme. It also gives room for periodic assessment of the human and material resources deployed for the programme as well as assessing the students that were admitted for the programme, so as to know the extent to which they have acquired the desired skills as well as knowing whether they are ripe enough for public consumption. It is therefore, based on these, that this paper looks at evaluation as a catalyst for acquisition of skills in business education.



Concepts Clarification

Business education is a skill-based course which is seen differently by different people. According to Okon and Okon (2013), it fuses general education and business components together and it is an academic programme offered in tertiary institutions, designed to provide learning situations for skills acquisition among students who are expected to use the skills in their occupations, managing personal business, personal living in the society and nation building. To Osuala in Gidado and Akaeze (2014), it is broad area of knowledge which focuses on a nation's economic system, identification and explanation of the rate of business contentment and experience that prepare people for effective participation as citizens, workers and consumers. In line with this, Umezulike (2015) points out that business education is made up of entrepreneurship, basic education, business environment and vocational practices which are required for adjustment and development of potentials of individuals, groups and nations. These imply that business education skills are applicable in personal life and business world. They also open arrays of job opportunities to the recipients, enable them to be prepared for global competitiveness and make them to be useful for societal growth and development. It should however be noted that contrary to view expressed by Okon and Okon, it is not only studied in tertiary institutions, its elements are learnt at the secondary school level of education.

Pulife (2012), reports that skill could be seen as an established habit of doing something. To Anikweze (2013), it could be conceptually seen as the capability of doing something well and acquired through training and experience. Furthermore, Kwajafa (2016) is of the view that skill deals with the ability of using knowledge, idea, thinking and decision readily and effectively in carrying out a given task. As for skill acquisition, Akpan in Iwele and Ogoegbunam (2014) is of the conviction that skill acquisition is an education whose target is to inculcate unto a person, skills that would enable him/her to get something doing as a means of livelihood and functionality in the society. In the same vein, Chikwuo and Oguegbulu (2016) state that skill acquisition focuses on learning and development of mental, physical and social abilities and competencies which would enable a person to live in and contribute to the development of his or her society. These imply that skill acquisition makes a person to develop cognitive, psychomotor and affective skills that would make them to become a functional member of their society and contribute towards its development. On a final note, Oluwalola and Ogundele (2017) are of the view that skill acquisition is a practical process through which knowledge, ability and skills are developed in learners in order to make them to contribute to the growth and development of the society.

Evaluation determines the extent to which a given skill has been acquired. It begins with formulation of objectives and makes it possible for educators, teachers, administrators, policy makers, community and regulatory bodies in education to determine what is available and missing. Its goals include the determination of what students have known; provision of feedback to all the stakeholders, identification of students with special needs, curriculum development, determination of teacher's effectiveness and provision of vocational guidance and counseling. According to Olowodun (2010), evaluation is a process which is designed for generating data that could be used for the purpose of taking decision in relation to whether something should be accepted, retained or changed. This shows that evaluation could be used in determining whether skills have been effectively acquired in business education or there is need for modification in order to ensure that the desired skills are acquired. To Dabbari and Ibe (2012), evaluation is a continuous and systematic way through which contents, learning experience and instructional objectives could be assessed. This implies that evaluation is a continuous process and it forms a basis for valid judgement which will be objective and not subjective. In line with this, Aliyu (2013) is of the notion that evaluation is perceived as a frequent judgement and decision with which individuals, groups, institutions and the government, based on a reliance on experience, information, evidence



and data come to conclusion on what affect them. Furthermore, Aliyu highlights that evaluation involves value judgement which is essentially the provision of information for the purpose of taking decision at the various stages of curriculum development and implementation. Finally, Wheeler in Umoru and Oluwalola (2015) states that evaluation is a more general judgement of the outcome of a programme which involves the use of observation, various tests, questionnaire, interviews and others. This implies that the essence of evaluation is to take decision on an outcome of a programme and the ingredients used for the exercise could be obtained through administering test(s) on students as well as questionnaire and interview methods and accreditation reports which documents what the accreditation team/panel saw, observed and suggested in relation to a programme.

Evaluation could be formative or summative. The former takes place at the early stage of teaching and learning and could make a teacher to modify his techniques (Shaibu, Ameh & Barinem, 2015). In the case of the latter, Pell institute (2016) reports that it occurs at the end of a programme cycle and provide a general description of its effectiveness. This is because it assesses the outcomes of a programme. Other types of evaluation are goal-based evaluation (for determining the extent to which predetermined objectives and goals are attained), process- based evaluation (for determining what is going on in an educational process or system), outcome-based (for determining effectiveness of curriculum or educational process), ultimate evaluation(for determination of trainee's productivity after completion of programme), student or instructional evaluation(which Amesi 2015, states that it is used for determining what should be taught and help in modification of lesson delivery based on peculiarity of the students) and programme evaluation, (which Amesi states that it is done by regulatory bodies and aims at improving planning in decision making, personnel and facilities, so as to make teaching and learning more meaningful)

Evaluation as a Catalyst to Acquisition of Business Education Skills

Evaluation helps toward making sure that the desired skills are acquired by enhancing effectiveness in the educational system as well as bringing what is available in terms of manpower, teaching resources and what the students are capable of doing to the fore. It also guides toward decision making. The following are some of the ways through which evaluation can promote skills acquisition in business education, thereby making it highly effective, leading to attainment of the major goals and objectives of the programme.

Curriculum Development

Curriculum development involves a lot of stakeholders (Esene, 2019). According to Tukur (2016), curriculum development in business education is a process for integrating educational content, theory and methodology together, as well as taking steps to evaluate the impact of the integration. Based on this, Shua, Mshelia and Hamidu (2019) report that curriculum development deals with all the efforts geared toward making a curriculum to be relevant to its consumers. These imply that curriculum development aims at seeing that students benefit from it by acquiring the desired skills that would make them to contribute to societal growth and development. Curriculum is an apparatus for educational attainment (Gimba&Zuru, 2019). It is also planned to guide teachers on numerous teaching and learning activities that are to be carried out in an educational programme (Garba, Apreala & Ibelegbu, 2019). In line with these, an inference from Oguejofor (2019) shows that curriculum is the totality of experience designed for a learner under the control of the school. This shows that it maps out what students are expected to be taught and learnt in order to become highly productive. Evaluation of existing business education curriculum however revealed that it is deficient.



For example, Bello and Tambuwal (2019) posit that the business education curriculum that is presently in use at all the levels of education in Nigeria are obsolete and not in tune with the present realities. Similarly, a deduction from Shua, Mshelia and Hamidu reveals that the rate of adoption of innovation in current business education curriculum is low and the products of the discipline lack skills that are actually required in the office. To ensure that the right skills are effectively acquired, evaluation has resulted into development of functional and relevant curriculum. This because, it answers questions in relation to the goals of a given curriculum, for whom it was designed, what should be its content and how it should be included, leading to the development of curriculum that would enhance effectiveness in the acquisition of business education skills.

Evaluation of students' achievement in cognitive, psychomotor and affective domains could be used for determining what the students have achieved and give rise to data for developing curriculum that would spell out clearly, what the students should know, when and how, which would lead to effectiveness in skills acquisition. This is because it will take into cognizance, the peculiarities of the learners. Curriculum review emanates from evaluation and paves way for input that would make a discipline more robust. For instance, to facilitate the acquisition of effective skills in business education, the 2008 edition of the National Commission for Colleges of Education (NCCE) Minimum Standard for Colleges of Education which replaced the 2004 edition due to the objection of the latter to assessment, introduced Business Education Practicum (BED 215) at the NCE level which requires students to embark on industrial visits so as to get and internalize first-hand information from those putting theories into practice outside the four walls of the classroom. In addition, the 2008 edition of the Minimum Standard introduced e-marketing in BED 213 (Principles of Marketing) for the purpose of making the students to know the relevance of carrying out marketing activities electronically, over the internet. Furthermore, evaluation of the existing business education curriculum in different universities across Nigeria made the Association of Business Educators of Nigeria (ABEN) to come up with "the benchmark minimum academic standard for undergraduate business education programme in Nigerian universities", aimed at ensuring that the recipients acquire relevant and effective skills, knowledge and competencies that are required in the world of work. In the same vein, assessment of skills requirement in office automation due to influx of information and communication technology into the office arena, led to change in curriculum of Secretarial Studies and its nomenclature to office technology management (OTM). The implication of these is that evaluation leads to curriculum development that would make acquisition of skills in business education to be highly effective.

Deployment of Quality Human and Material Resources

Business education is a skill based course which requires the presence of professionals and relevant instructional resources that would lead to effectiveness in acquisition of skills it aims at equipping the recipients with. Deployment of the human and materials resources for teaching and learning in business education are therefore enhanced by evaluation of the entire programme through accreditation. The end product of this is that the students would be able to acquire the right and functional skills for global competitiveness. Accreditation is a quality control mechanism whose goal is to ensure that right things are done at the right time.

According to Okebukolain Oluwalola, Atolagbe, Umarunand Nwabufu (2019), it examines the availability and adequacy of resources, including the curriculum, physical facilities, personnel and fund, leading to quality output. Ogunboyega and Babalola (2019) also reveal that accreditation evaluates, validates and certifies the competency, authority or credibility of what is presented by an educational institution or a programme leading to a conclusion that it meets, falls below or exceeds a given benchmark of quality. It is a known fact that any programme that fails accreditation could be withdrawn by the regulatory body. To avoid this, requisite human and material resources for teaching and learning in business education are expected to be made available in the right number and quality. To corroborate these, Dahel and Diyoshak (2017) point out that many College of Education were forced to provide essential teaching and learning materials including classrooms, laboratories, studios, equipment and reading and learning materials to their numerous departments in order to meet up with minimum academic standard and scale through the accreditation exercise. The authors also report that accreditation has made many universities to bounce back strongly



after remedying the deficiencies that deny them accreditation status. They also state that it calls for recruitment for staff. They specifically cited example with approval granted to Plateau State College of Education, Gindiri in August 2017, by the State Government to employ 50 academic staff in different departments so as to meet up with accreditation it was expecting at the time. The impacts of these would all things being equal, felt by the students and as such enhance effectiveness in acquisition of skills in business education.

Enhancement of Quality and Effective Teaching

Teaching is said to be qualitative if the teacher is highly committed to attainment of standard which makes students to acquire the desired skills. Effective teaching on the other hand, is a student-centred teaching which effectively leads to skills acquisition. According to Weimer (2013), effective teaching enhances learning through developing thinking skills and arousing students' interest in the subject-matter. Quality and effective teaching could be achieved through evaluating teachers' efforts through educational supervision and performance appraisal. As Igbinedion (2014) points out, educational supervision is aimed at ensuring that teachers teach well and the students learn better through overseeing the entire teaching and learning activities in a school with emphasis on conformity to set standard. Supervision could be done directly by the head an institution (Principal, Provost, Rector or Vice Chancellor) or the quality assurance unit of a school or Ministry of Education. As for performance appraisal, it is the assessment of employee's job performance whose outcome could be positive or negative feedback and it determines salary increase, promotion, demotion or dismissal (Onwenonye, 2015). Both educational supervision and performance appraisal could therefore go a long way in enhancing effective acquisition of skills in business education. This because they could make teachers to teach qualitatively bearing in mind that their job performances are being supervised as well as longing for the benefits of appraisal and avoiding its negative consequences. This implies that they are potent tools for making them to provide quality services to their students, which would thus, make skills to be acquired in business education. Furthermore, evaluation could lead to skills acquisition in business education by making a teacher to assess their methodology and materials. This would make them to come to the level of the learners through adopting appropriate methodology and using the right material for the teaching and learning exercise.

Admission of Quality Students

Manifestation of skills acquisition in any discipline is a function of quality of the students admitted to pursue it. Evaluation therefore enhances effective acquisition of skills in business education through ensuring that only the candidates that meet up with established admission criteria are admitted for the programme. The implication of this is that, it sees to fact that only those equal to the task are given admission to study the course.

Stimulation of Effective Learning (Skills Acquisition)

Evaluation is a tool for skills acquisition in business education through enhancing effective learning. According to Taba in Olowodun (2010), evaluation is a process of ascertaining students' behaviour and appraising them against the value represented in the objective in order to find out the extent to which they have been achieved. It therefore helps in shaping the study method adopted by the students and motivates them to study hard to in order to remedy poor performance, improve on an average one or maintain or good performance.



Determination of Number of Students to be admitted for Business Education Programme

For skills to be effectively acquired; there should be no population explosion in the classroom. This is because it would put much burden on the teacher and overstretch the available teaching facilities which would negatively affect skills acquisition. In line with this, a deduction from Daramola (2019) reveals that for relevant skills to be acquired in business education. The number of students to be accommodated and other aspects of the programme should be periodically evaluated. Assessment of the available human and material resources therefore helps in determining the total number of students to be engaged in a given period of time so as to ensure that the desired skills are acquired. In the same vein, the students to be accommodated in a given period could be ascertained through matching the total number of applicants with available human and material resources as well as the criteria set by the regulatory bodies. For instance, The National Commission for Colleges of Education in her 2012 edition of minimum standard, points out that for effective acquisition business education skills, there should be a teacher/student ratio of 1:20 for skill courses like Accounting, Typewriting and Shorthand and 1:30 for courses like Commerce, Economics and Office Practice.

Conclusion

Evaluation is essential for human progress. This is because; it gives feedback to all stakeholders leading to determination of what has been achieved. This paper established that evaluation is a catalyst for acquisition of skill in business education programme. This owes to fact that it could lead to development of relevant and current curriculum that will stand the test of time, deployment of quality human and material resources, quality and effective teaching, admission of quality students, effective learning and admission of adequate number students that would enhance effectiveness and efficiency of available human and material resources. The implications of these is that effective evaluation in business education could lead to acquisition of skills in the discipline which would make the products to be well baked, be able to effectively discharge tasks before them in the world of work and compete favourably with their contemporaries anywhere in the world.

Recommendations

Based on the foregoing and the conclusion which was drawn, the following recommendations are suggested:

1. Business education programme should be adequately evaluated. This implies that input, process and output should to be thoroughly evaluated in business education so as to ensure that desired skills are acquired by the students through provision of requisite human and material resources required for the programme as stipulated in the minimum standards provided by the regulatory bodies.
2. All facilities needed for evaluation should be adequately provided. To achieve this, business education should be adequately funded leading to provision of required teaching and learning materials such as computer systems, office machines and charts which could be used in evaluating the cognitive, affective and psychomotor domains of the learners.
3. There should be objectivity in evaluation of business education. This shows that accreditation teams, school inspectors and supervisors should always give true pictures of whatever that is available during programme and resource accreditations as well as school supervision and inspection. The implication of this is that accreditation results are not to be doctored in order to favour a given institution. Furthermore, teachers should uphold the principles of equity, fairness and justice while evaluating students' performance. The essence of these is to bring about effectiveness in skills acquisition in business education programme.
4. Results of evaluation should be promptly communicated to stakeholders. This implies that all the key players in teaching and learning of business education are to be informed about the outcomes of evaluation exercises so as to serve as controlling mechanism that



- would make them to build more on what they can do better and provide solutions to where there are deviations.
5. Business education administrators should avoid using window dressings in order to deceive accreditors, school supervisors and inspectors in order to be granted accreditation status or be given clean bill. This because, it is detrimental to skill acquisition. The implication of this is that false information such as presentation of the office of a school's chief executive as model offices, telling staff to lend their departments books and materials as well as using certificates of people working elsewhere for the purpose of securing accreditation would lead to ineffective teaching and learning that would be counter-productive as far as skill acquisition in business education is concerned. .
 6. Administrators and students of business education programme should respond positively to evaluation reports so as to ensure that skills are well acquired. This implies that results made available after accreditation should be acted upon by administrators of business education. In same the vein, students of business education should take advantage of assessment results made available to them to improve on their areas of strengths and remedy their deficiencies so as to acquire the desired skill that would make them to be relevant and efficient in the world of work.

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EFFECTS OF POWERPOINT PRESENTATION ON ACADEMIC PERFORMANCE OF OFFICE TECHNOLOGY AND MANAGEMENT STUDENTS IN WEBPAGE DESIGN

¹Prof. Titus A. Umoru

*Department of Business and Entrepreneurship
Education, Kwara State University, Malete, Ilorin,
Kwara State, Nigeria*

²Silas Titus Nguwap

*Department of Office Technology and
Management, School of Administration and
Business Studies, Plateau State Polytechnic,
Barkin Ladi, Plateau State, Nigeria*

Abstract

The study examined the effects of PowerPoint Presentation on academic performance of Office Technology and Management Students in Webpage Design in Federal Polytechnic, Bauchi. In order to achieve this, two specific purposes and two research questions were raised and two null hypotheses were formulated for the study. The study adopted quasi-experimental research design, specifically, pretest posttest non-equivalent control group research design. The accessible population comprised 54 Higher National Diploma Students of Office Technology and Management (OTM), Federal Polytechnic, Bauchi. The entire population was used from the two streams. The instrument adopted for data collection was the Advanced Webpage Design Performance Test (AWDPT). The instrument consisted of two sections. Section A was the pre-test while section B was the post-test. The instrument was duly validated by two experts. A reliability coefficient of 0.80 was obtained, using Cronbach Alpha reliability. The treatment period lasted for 4 weeks. The data collected for the research questions were analysed using mean and Standard Deviation. The hypotheses of the study were tested using Analysis of Covariance at 0.05 level of significance. The findings of the study revealed that teaching with PowerPoint has positive effect in improving Office Technology and Management students' academic performance in Webpage Design. Based on the findings, it was concluded that teaching with PowerPoint presentation positively affects the performance of students in Webpage Design. Therefore, four recommendations were made among which are; OTM teachers should integrate the use of PowerPoint instructional packages in teaching Webpage Design as it enhances academic performance of OTM students; teaching without PowerPoint should be reduced, because it is considered to be ineffective in improving students' performance in Webpage Design.

Keywords: *Office Technology and Management, PowerPoint Presentation, Advanced Webpage Design.*

Introduction

The advent of Information and Communication Technology led to a comprehensive review of the secretarial studies curriculum, resulting in its evolution into Office Technology and Management. The OTM curriculum was introduced in 2004 by the National Board for Technical Education (NBTE). The review of Secretarial studies curriculum was to make its recipientstobeICT-compliantandfitappropriatelyintheworldofwork,mostespecially, in modern offices that are characterized by various types of state of the art communication technology equipment (Atueyi, 2010). The objectives, theoretical and practical contents of the new curriculum are geared towards integrating students of OTM programme into the world of technology. It is believed that Nigerian polytechnics are not just another set of institutions of higher learning, as they are not only centres of learning and research but also institutions where the problems facing the society could be



resolved with knowledge, skills and competencies acquired through using modern technologies. The success of any curriculum depends on the way it is being implemented in terms of teaching.

According to Udo and Udosen (2010), most of our teachers are used to chalk-talk method of teaching, making the students to be passive learners and this contradicts the students centered-learning-approach recommended by the Federal Ministry of Education (Federal Republic of Nigeria, 2014). Meanwhile, interest in the use of modern technology in every discipline is increasing in all nations of the world. Countries strive to produce more and better trained students through the adoption of various educational technologies and innovative techniques. Educational technologists believe that if educational institutions are to prepare the students to meet the challenges of the new millennium, then, teaching must be done using educational technology that are relevant to the 21st century world of work (Bartsch & Cobern, 2008). This, therefore, calls for teachers to incorporate educational technology in the teaching and learning process, thereby giving the students the opportunity to engage actively in the lesson as well as develop technical skills and explore in more details the content taught. This will enhance academic performance especially in office technology and management.

The growth of Information and Communication Technology (ICT) is reshaping teaching and learning processes in higher education (Pulkkinen, 2007). Nigeria, having observed the trend of events and change in the dimension of, and pursuant of education with emphasis on ICT in other developed nations, has taken necessary steps by establishing National Information Technology Development Agency (NITDA). The agency is saddled with the responsibility of facilitating the integration of ICT in key areas of the economy, education inclusive (NITDA, 2008). One of the pillars of successful implementation of effective Office Technology and Management programme at all levels is the availability and adequacy of teaching resources. This is in form of facilities, equipment and services needed to foster instructional deliveries and skills development to ensure academic performance. There are a lot of teaching facilities and techniques among which include PowerPoint presentation.

PowerPoint is an Information and Communications Technology (ICT) program developed by Microsoft in 1987. It is an application program of presentation bundled in Microsoft office (El-Ikhan, 2010). Information prepared on a computer could be better projected for larger audience using a Liquid Crystal Display (LCD) or Digital Light Processing (DLP) Projector. PowerPoint presentation could be used in the classroom for supporting students' learning by combining computer and projector to display slides for illustrating a lesson.

Although, Microsoft PowerPoint has not been around for long many feel like they have always had PowerPoint because it seems ubiquitous, from business and education to politics and leisure. The world appears to be fast approaching the situation in which one must have a PowerPoint presentation when presenting at local, national or international conferences. In the corporate world, PowerPoint has become an indispensable tool such that appearing at a meeting without PowerPoint would be unwelcome and vaguely pretentious, like wearing no shoes (Parker, 2001).

The use of PowerPoint as a teaching tool is becoming more and more widespread with instructors in teacher education, especially with those who wish to integrate multimedia technology into their teaching and model technology use in the classroom, especially the Office Technology and Management. The sheer popularity of this presentation tool comes from the belief that representation of information using auditory and visual inputs improves learning, (Mayer & Moreno, 2003).

In the present era called "The Computer Age", Microsoft Power point could be used to teach any topic. This will reduce abstractness and motivate students thereby enhancing better understanding on the part of learners. PowerPoint special effects and features can be used to make an outline presentation exciting and complete. Such things as slide transitions, timings, movies, sound animation and hyperlinks can be used for this purpose.

With the advancement in information and communication technology, PowerPoint presentations have been extensively used in higher education because of its ease of use, user friendliness, structured presentation and multimedia approach. PowerPoint helps the teacher present (and illustrate, demonstrate, among others.) large amounts of information to large audiences in limited time. It gives the teacher total control of content, pace, organization and direction. While non-projected method of teaching has its own advantages, it has been criticized for its lack of student engagement and inability to stimulate higher order thinking. Student learning



occurs through active engagement with the subject matter and therefore, non-projected method of teaching is ineffective for such engagement (Ramsden, 2008).

Furthermore, transmission of information and its transformation into knowledge are not the same (Race, 2007). For transformation to occur, students need an opportunity to be engaged in deep processing of the subject matter. It is clear that the simple transmission of information through a projected (PowerPoint) technique of teaching is an effective approach for meeting the goals of helping students become independent, critical problem solvers, able to interact with their peers in social and employment situations.

Statement of the Problem

The Office Technology and Management curriculum was designed to replace the old Secretarial Studies Curriculum. It has been noted that most Nigerian teachers use talk- chalk/traditional method of teaching which makes the students passive in learning. This traditional method makes the students passive in class, which contradicts the student-centred- learning-approach recommended by the Federal Ministry of Education (FRN, 2004). This situation may be responsible for the poor academic performance of students in webpage design in polytechnics. In confirmation of this statement, researchers' assessment of the recent performance of OTM students in webpage design in the polytechnics revealed that students' performance in the course is poor. It was also discovered that a good number of students do not pass webpage design at first sitting. It could be that the manner in which subjects are taught by teachers in the classrooms has been affecting students' performance. Could this be attributed to the teaching method adopted by the teachers, most of whom do not utilize the new instructional teaching techniques, especially the application of PowerPoint? This study is conducted to fill that gap.

Research Questions

The following research questions were formulated to guide the study:

1. What is the effect of teaching with PowerPoint presentation on OTM students' academic performance in webpage design in The Federal Polytechnic, Bauchi.
2. What is the effect of teaching without PowerPoint presentation on OTM students' academic performance in webpage design in The Federal Polytechnic, Bauchi.

Methodology

The design of this study was quasi-experimental research design. Specifically, non-equivalent control group research design with pretest and posttest involving two intact classes were used for the study. Quasi-experimental research design is normally used where the researcher cannot randomly sample and assign the subjects to groups. The subjects in this type of design were not randomly assigned; rather intact classes were randomly assigned to the treatment groups. The target population of the study comprised all the Higher National Diploma (HNDII) Students in Federal Polytechnic, Bauchi, because it is believed that they have been introduced to the ICT courses at the National diploma level. The total number of the students was 54. Advanced Webpage Design Performance Test (AWDPT), designed by the researchers was the instrument used for data collection. Advanced Webpage Design Performance Test (AWDPT), comprised 30 objective questions with four options. The topics ranges from networking, internet to introduction to HTML (Webpage Design)and scores obtainable is 0-30 marks. Advanced Webpage Design



Performance Test was duly validated by two experts and has a Cronbach Alpha reliability coefficient of 0.80. The students were pretested before the treatment. The treatment (teaching with PowerPoint) was given to the experimental group for a period of one month while the control group was taught without PowerPoint for the same period. Posttest was given to the students after the treatment. The data collected were analyzed using mean and standard deviation for the research questions. The hypotheses were tested using Analysis of Covariance (ANCOVA) at 0.05 level of significance.

Results

Research Question

What is the effect of teaching with PowerPoint presentation on OTM students' academic performance in webpage design in The Federal Polytechnic, Bauchi?

To answer research question, the test obtained from students in Advanced Webpage Design Performance Test (AWDPT) and analysed using the mean and standard deviation for experimental group were calculated and presented in Table 1.

Table 1: Mean of pre-test and post-test scores of treatment group taught Webpage Design with PowerPoint (Experimental Group)

Group	N	Pretest		Posttest		Mean Difference
		Mean	SD	Mean	SD	
Experimental group (With PowerPoint)	37	14.43	4.23	24.51	1.61	10.08
Control group (Without PowerPoint)	17	13.88	4.72	12.24	0.90	-1.64
Mean & Standard Difference		0.55	0.49	12.27	0.71	

Source: Field Experiment

The data presented in Table 1 reveals that the treatment group taught webpage design with PowerPoint presentation had mean and standard deviation scores of (mean = 14.43; SD = 4.23) in the pretest and mean and standard deviation scores of (mean = 24.51; SD = 1.61) in the post-test. This gives a mean difference of 10.08. The control group taught without PowerPoint had mean and standard deviation scores of (mean = 13.88; SD = 4.72) in the pretest and (mean = 12.24; SD = 0.90) in the posttest. This gives a mean difference of -1.64. The mean difference between the experimental and control groups is (mean = 0.55; SD = 0.49) for the pretest and (mean = 12.27; SD = 0.71) for the posttest. This shows that the group taught with PowerPoint performed better than the group taught without PowerPoint. This means that teaching webpage design with PowerPoint is effective in improving the academic performance of HND students.

H₀₁: There is no significant treatment effect of teaching with PowerPoint on the academic performance mean scores of OTM students in webpagedesign.



Table 2: Summary of Analysis of Covariance (ANCOVA) for Test of Significance of Effect Treatment (teaching with PowerPoint) on academic performance of OTM students in Webpage Design

	Sum of Squares	Df	Mean Squares	F	Sig.
Covariate	1762.159 ^a	2	881.080	448.653	.000
Intercept	1723.697	1	1723.697	877.720	.000
Pretest	6.147	1	6.147	3.130	.083
Treatment	1762.159	1	1762.159	897.305	.000
Gender	112.444	1	112.444	1.439	.233
Treatment * gender	43.053	2	21.527	.275	.760
Error	100.156	51	1.964		
Total	24885.000	54			
Corrected Total	1862.315	53			

a. R Squared = .946 (Adjusted R Squared = .944)

Source: Field Experiment

The data presented in Table 2 shows F-calculated values for effects of treatment on students' academic performance in webpage design. The Table shows that there was significant effect of treatment on academic performance of students in Webpage Design (F= 897.305; p<0.05). Hence, the null hypothesis that stated that there is no significant treatment effect of teaching with PowerPoint on the academic performance mean scores of OTM students in webpage design was therefore rejected. This implied that treatment has effect on the academic performance of students in Webpage Design. This means that the effects observed are due to the main treatment (teaching with PowerPoint) given to students.

Table 3: Estimated marginal means of both the treatment and control groups

Groups	Mean	Std. Error
Treatment	24.527	0.231
Control	8.206	0.340

The data in Table 3 shows estimated marginal means for the two groups, this is the adjusted mean after the covariance. Table 3 reveals that the participants in experimental group performed better than their counterparts in control group because they had the highest adjusted post mean score (mean 24.527). The implication here is that teaching Webpage Design with PowerPoint presentation is significantly effective for improving the academic performance of OTM students.

Discussion of Findings

This study was specifically carried out to determine the effect of PowerPoint presentation on academic performance of Office Technology and Management Students in webpage design in The Federal Polytechnic, Bauchi, Nigeria. The finding reveals that the treatment group taught webpage design with PowerPoint presentation performed better than those taught without PowerPoint as indicated in their mean score of 14.43 and 24.51 respectively. It was further found that there was significant difference between those taught with PowerPoint and those taught without PowerPoint as shown in the result of the test of null hypothesis on. This findings collaborated with the findings of Ayotola and Abiodun (2010) who reported that students taught using computer animation (PowerPoint) performed better in achievement in a subject than when taught using the traditional method (without PowerPoint). Based on this reason teachers are charged with the responsibility of improving the ability of the students to learn and read the information given to them. Hence the ability of the students



to retain and remember what they have been taught by the teacher depends heavily on the appropriateness of the instructional material and method of instruction used. In addition, the present study has indicated that PowerPoint-aided education enhances student's achievements and concentrates their students' attention on the webpage design course. The result also supports Gokhan (2013) who found out that students taught using computer animation performed better than their counterparts taught using the traditional method with PowerPoint presentation and related video.

Conclusion

Based on the findings of this study which reveals that teaching with PowerPoint has a positive effect on the academic performance of Office Technology and Management Students in Webpage Design. It was therefore concluded that teaching with PowerPoint Presentation is better than the traditional method of teaching because of its enormous benefits to Students' academic performance. In this case, it means that teaching without PowerPoint Presentation is no longer effective and continuous use of it may affect the academic performance of Office Technology and Management students in Webpage Design and Polytechnic graduates, which will further have adverse effect on the economy at large.

Recommendations

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

1. OTM Teachers should integrate the use of Power Point instructional packages in teaching webpage design as it enhances academic performance of OTM students.
2. Teaching without PowerPoint should be reduced, if not stopped because it is considered ineffective in improving students' performance in webpage design.

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BUSINESS TEACHER EDUCATION AND TRAINING: A PANACEA FOR EDUCATIONAL CHALLENGES

¹Justina Solomon Buwah
justinamangutsolomon@gmail.com

²Vivian Inkeiruka Wannang
³Duktur, S. L.

Department Of Office Technology And Management
Plateau State Polytechnic Barkin Ladi
Jos Nigeria

Abstract

Business teacher education and training as a panacea for educational challenges is quite apt looking at the prevailing circumstances that have affected education and the major stakeholders who are; the teacher, the learner and the environment. The topic explores issues and challenges that have predominated our society in times of pandemic outbreaks, distortion of educational activities, crisis, and other problems which have had ripple effect on the capabilities of teachers, and suggests ways to curb the menace to facilitate effectiveness and competence among business educators. The secondary source of data collection was adopted. The literatures consulted in addition to the current circumstances revealed that business teacher education has suffered neglect right from time immemorial, this has resulted in the fallen standard of education and the bad image with which society views the sector. Other challenges include lack of interest in the field of education, lack of professionalism, poor and delayed remuneration, dearth of technical skills, and poor motivation of educators among others. The paper concludes based on the findings that, business teacher education is paramount in determining the calibre of future business educators, and the entire education sector in Nigeria must be revamped in order for it to fit into the global education system, there's need for a prompt response to the plight of teachers as the trainer of trainers, employer of skills and facilitators of entrepreneurial development. Also, adopting modern educational techniques and re-organisation of the sector, training and retraining of teachers of business education as panaceas of self-sustenance and economic growth in a nation. Furthermore, it was recommended that government will have to step up its games by financing teacher education, ensuring capacity building, emphasizing quality assurance of business teachers as well as supervising, monitoring, evaluating and strengthening business teachers as a way of motivation for better performance.

Key Words: Education, Business Education, Training, Panacea and Educational Challenges

Introduction

Education is inevitable in this era of information explosion and technological advancements, the need to get knowledge and acquire new skills in teaching and learning particularly in business education is the rationale for this research. Overtime, skilled man power has proven to be a viable means of survival and economic growth and sustenance. This is very obvious in situations where vocationally skilled professions like welding, artisans, masons among others have thrived independently in very complex circumstances because of their chosen line of careers. Osuala, (2009) asserts that, business education implies education for and about business. Business education and training has become very significant in the 21st century owing to the challenges emerging from different incidences that have ravaged the sector, it is to this end that Duncan in Ebele (2015) purports that, teaching and learning has taken a different dimension in this era of technology-facilitated learning, thereby posing a challenge for the educator. Ebele, (2015) added that the 21st century educator must integrate competences and expertise like critical thinking, complex problem-solving, collaboration and multimedia communication into its content since the learning is skill based, this will help in integration into classrooms to enable graduates fit into the global world. The system has been faced with instabilities, presently, most Nigerian institutions for example have their academic activities distorted as a result of the eventualities of the Covid-19 pandemic. The educational sector



specifically, seem to be mostly hit especially when society is faced with natural disasters, epidemic/pandemic outbreaks, political unrests, armed banditry, communal clashes, insurgencies, war and all kinds of uncertainties partly because of the large crowd it accommodates at a time. These unfortunate circumstances have drawn people's attention to the need for a proficient and effective system of knowledge and skills acquisition that would bring the teacher abreast with current trends in academics. But, this can only be achieved if, and only if the teacher is properly trained and equipped with the needed skills that would assist him to be more effective in impacting the learners. No wonder, Chukwurah, (2011) inferred that in the event of continuous global technological advancements, business education programmes must be directed towards preparing learners to absorb the changes. Business teacher education curriculum must be developed in line with the national demand for education reform (Ibigbami, 2004).

As significant as education is for nation building and sustainable economic growth, business teacher education and training is found to be one of the most important ways in which the education sector can be reorganised and managed for easy attainment of Nigeria's educational goals and objectives as stipulated in the educational policies guiding the sector. In the light of this, Njoku, Chukwumezie and Ani (2017) posited that, a nation can be said to have attained quality education only if the main actors in education who are the teachers, learners and the environment are properly organized. This implies that the teacher must be adequately trained on modern trends in education, and the requisite facilities and environment must be provided for both learners and teachers. Equally, the appropriate method and curriculum must be adopted to enable graduates fit and compete favourably with graduates of other countries as well as secure good jobs.

Business education refers to the acquisition of problem solving skills that will facilitate effectiveness in the office or business. It is the acquisition and development of skills and competencies, attitudes and attributes necessary for efficiency of the economic system (Aliyu 2006). Basically, business education implies knowledge acquisition for business and vocational skill.

(Idialu, 2007; Ugwoke, 2011) define business education as a form of technical and vocational education directed at educating the learner to become productive in teaching, securing paid jobs and self-reliance and prepares individuals for careers in business and consumers of economic and consumer goods. It is right to say, business education and technical education are intertwined in a way. While business education involve acquiring needed skills for business and self-reliance, technical education involves acquiring specific skills in crafts, engineering, artistry, trade among others. Business and technical education are both skill inclined and creates an avenue for entrepreneurship skill development for sustainability.

Concept of Business Teacher Education and Training

Fafunwa, (1974) asserted that education is what each generation gives to its younger ones which makes them develop attitudes, abilities, skills and other positive behaviours that adds value to the society. UNESCO (2006) infers that, it is evident that current economic development trends cannot sustain its citizenry therefore, public awareness, education, and training are paramount to the paradigm shift needed toward sustainability. It is therefore imperative to say, no nation or society can thrive in this era of global competition without education as an integral part of human life and existence. Every country's growth and development is measured by the position it occupies when it comes to the level of education of its citizenry. Investing in human capital development can never be a waste because, over time, education has evolved and is still evolving each passing day, these developments have helped in solving domestic problems and the changes have facilitated up-to-date knowledge of citizens and have given them confidence to compete globally with other countries, hence, the need for constant upgrade and review of the measurements, curriculums, methods and policies that guide activities of the sector. To Mungashum, Sylvester and Joshua (2018), education is exclusively used in the development of human beings in the cognitive, affective, psychomotor and psycho productive domains. It is the overall development of the child through acceptable methods and techniques based on his abilities and interests as it satisfies the need of the society and attain self satisfaction (Amaele 2011). Education can therefore be said to be a panacea and an indisputable tool for self-sustenance and economic independence in a nation.



Who is a Business Teacher/Educator?

A business teacher can be seen as a trainer, teacher, instructor and or a lecturer who is responsible for imparting relevant skills on students who have shown interest in acquiring business skills that would enable them secure paid jobs or be self-employed. These skills may be creative and or innovative in nature and may range from technical, art, engineering, office skills, calculative skills and the ability to manage small businesses. It could be in form of apprenticeship skill acquisition where the learners learn from iteration and reiteration of the processes involved in producing machines, beauty products, agricultural activities like poultry farming and livestock production etc. The quality of business educators is tight to the investments made on their development in education. Agbonaye and Akele (2017) see a business educator as a person who deliberately or systematically administers the teaching-learning activities of the business education programme processes with the aim of assisting others to learn and attain the desired learning goals. The quality of teachers/educators must stand the test of time in a country, therefore, attention must be directed towards ensuring that business educators are frequently trained and retrained to be equipped with viable, trendy and current ideologies that would assist them to compete favourable with other educators globally.

Business Education

The definition of business education in the past has been faced with numerous challenges that calls for a trendy and functional definition that accommodates and expatiate on the needs of the moment. Just as the world is experiencing a revamp through emerging issues in technology which has touched on virtually every aspect of human existence, technology has taken a heavy toll on activities of education, business education inclusive and also redefined it to fit appropriately in this era of technological explosion. To this end, Amoor (2010) asserted that business education plays an important role in economic development by providing adequate knowledge and skills to the learners; it enables them to impart knowledge unto others and handle sophisticated office technologies and information systems. This is in agreement with the business education goals of producing competent, skilful and dynamic business teachers, office administrators and businessmen and women that are competent enough to compete in the world of work. In the same vein, Oyebade, Oladipo and Adetoro (2008) looked at education as that vital instrument of economic growth and technological advancement of a nation. This depicts the relevance of education in whatever form it may be acquired, be it general, business, vocational or technical etc. In addition, business education is focused on meeting general education and career and technical education needs of students at all levels be it in the primary and secondary schools, colleges of education, polytechnics, other teacher training institutes or universities. It is concerned with teaching the skills, attitudes and knowledge needed to succeed in a business career (Nwaiwu, Nkeocha and Nwagu, in Akinlabi, 2017). It is that aspect of education processes that involves general education, study of technologies and related sciences and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in different aspects of economic and social life (National Policy on Education, 2004). According to United Nations (2014), acquiring skills in business education programmes will result in economic viability, prosperity, employment generation, social equity, attraction of foreign investors due to availability of technically skilled manpower, local control of goods and services, community well-being, cultural richness, physical integrity, economic diversity, effective management of resources and environmental purity. Applying skills and technology to fulfil the business education objectives is therefore very necessary.

Business Teacher Education and Training

According to Agbonaye and Akele (2017) business educators need proper training in order to utilize appropriately the resources and instructional materials available for effective teaching and learning processes, the need for up-to-date knowledge for the use of instructional materials cannot be overlooked, through this, the learners become goal-oriented and using instructional materials facilitate



the need for immediate results in their learning outcome. To the Federal Government of Nigeria (2004), teacher education will be accentuated in educational planning as no education can rise above the quality of its teachers.

Training in this context, refers to the skill one needs to acquire in order to do a job appropriately, it constitutes the basis for human resource development. According to Braimoh (2010), the teacher plays an important role in the quality of education of a country, the teacher is the trainer of all and the teacher of all professionals. Therefore, the teacher needs as good attention as the student, the teacher needs in-depth knowledge, increased skills, knowledge of contemporary civilisation, right attitude and ideas, improved human characteristics and relationship through quality education. Training has to do with learning and developing a skill to attain a targeted standard through instruction and practice. The need for training and retraining arises when a specific gap is envisaged in a business educators teaching delivery thereby, leading to the need for training, or sometimes it arises from unforeseen circumstances that calls for an upgrade or when a new trend evolves regarding teaching methods, methods of evaluation and measurement etc. The need for training could arise from technological changes that need to be adopted in a system to enable learners and teachers meet up with the demands of the moment. According to Cole, (2012), training is any form of learning that involves acquisition of unique skills and knowledge in an occupation. It is a way of developing skills and learning concepts, rules or attitudes to enhance effectiveness in a job and an organizational effort that enables the acquisition of basic skills needed for effective performance of a job description, it enwraps competences in information and communication (ICT) skills, accounting and marketing for entrepreneurship and self-employment (Fajana, 2002; Jim, Nwokike & Ezeabii, 2017; and Vingil, 2009). Today, knowledge drives the economy of most nations, the political, economic, moral, technological, and social spheres of Nigeria has only been sustained by the huge amount of investments in problem solving researches in education, yet not enough. The Educational, health, technological etc. sectors of the economy are not the same way they used to be 10-20 years back, investing in education has proven to be a viable venture for sustainable economic growth and development.

In addition to the above concepts of teacher education, and in tandem with the perception on the importance of teacher education in curbing the challenges therein, Babatunde and Braimoh (2018) affirmed that teacher education programmes involve the acquisition of proficiencies and competencies by teachers with the aim of empowering them to meet the requirements of the profession in order to face the challenges involved, these competences include professional skills, teaching skills and meaningful and appropriate teaching methods. Babatunde and Braimoh (2018) went further to demonstrate the developments attained as segmented in the history of the teacher education industry in Nigeria as follows:

1. The pre-independence – experimentation period: the missionaries through church missions by Wesleyan Methodist, church missionary society, catholic and Presbyterian Church of Scotland between 1842-1860. The missionary teachers organized a pupil-teacher training programme for prospective teachers in their home and trained pupils also. Upon completion of the training programme, whoever passed the standard V examination whilst he receives instruction from the head teacher to teach was recruited to step down skills to pupils. The training method was reviewed and was found to be deficient and unsatisfactory because it focused on preparing educators/pupils for routine tasks instead of professional roles as distinct practitioners. At a later time, teacher-training institutions sprang up, first in Abeokuta 1859, Oyo 1896, Ogbomosho 1897, Ibadan 1905 and Nassarawa 1909. In 1925, Phelps-Stokes condemned the missionary system of training because it lacked the essence of African education hence, the need for reorientation and reorganization of the teacher education system. Furthermore, elementary training colleges for lower primary school teachers and higher elementary training college awarded Grade III and Grade II certificates respectively before independence and the emergence of a one-year Diploma of Education course by the University of Ibadan in 1957.
2. The independence - reorganization period: at independence, Nigeria had the capacity to award only Diploma and Grade I Teachers Certificates, but the dire need for Nigeria to attain national economic expansion through education was envisaged by Sir Eric Ashby commission, his move spurred the advent of tertiary institutions where five universities were established, Grade I teacher Certificate was upgraded to Nigeria Certificate in Education (NCE) and the universities awarded B.A. Ed, B.Sc. Ed and B. Ed. Degrees. With these developments, problems of poor qualification and non-certification of teachers reduced. The



mass expansion of teacher education facilitates, the era of National Curriculum Conference was birthed in 1969, and report of the conference stipulated the objectives and contents of all the stages of education and teacher education in Nigeria.

3. The post-independence – consolidation period: the National Curriculum Conference of 1969 report became the springboard for establishing the first National Policy on Education of 1977 that has gone through phases of reviews till 2004. The National Policy on Education contained aims and objectives of the education sector and emphasized the training of teachers of all the institutions in Nigeria, at that period, there was mass training of teachers who were later engaged with the Universal Primary Education (UPE) scheme which was further categorised into four.

In its effort to buttress teacher education in Nigeria, all the Grade I, II, and III awarding colleges were scrapped and or taken over by NCE awarding institutions like colleges of education at both federal and state levels, polytechnics as well as education degree awarding universities spread all over Nigeria. So far, the education industry has been able to put up viable measures to enable it compete with other knowledge based economies of the world. The aim is to demonstrate the effect and importance of teacher education within these periods in Nigeria history.

Roles of Business Education Teacher

The business education teacher is saddled with enormous responsibilities in imparting the necessary functional skills, attitudes, values, and knowledge the learner needs to be employable and self-reliant. Petrick, (2017) outline the following roles:

1. Prepare Material: from the wealth of knowledge of the teacher, he adheres to and implements the curriculum as well as embarks on research in specific subject areas from textbooks, online sources, newspapers, magazines and articles to prepare instructional materials. These materials must align with the level of students to which he will teach.
2. Deliver Instruction: it is obligatory for a teacher to engage students in instruction delivery, the methods adopted may determine the expected outcome. In some instances, the instructor may choose to divide students into smaller groups, that way, a wide perspective of the subject matter may be obtained. The use of illustrations can be encouraged in order to catch the interest and attention of learners.
3. Examine Students: assessment is very vital in teaching and learning, therefore, the appropriate measurement, assessment and evaluation methods must be adopted by the educator.
4. Address Concerns: student-teacher interaction helps the teacher identify the downsides and upsides of each student, it creates an avenue for him to guide and advise them on career choices, opportunities and entry requirements. The teacher should be able to evaluate the teaching technique that is most suitable and be willing to go by the student's choices.
5. Teach Students How to Pay Bills and Manage Finances: only business teachers would prepare students for the real world, they prepare students for work life and their personal life as well as help them reach/attain their full potential as consumers, savers, investors, and professionals by teaching them about management principles, economics, technology and corporate finance.

Challenges of Business Teacher Education

The education industry in Nigeria has suffered long standing neglect in terms of funding over the years (Nwadiani & Omoike, 2006; Asiyai, 2015 in Edokpolor and Owenvbiugie, 2017), this has lead to an adverse decline in the system. Though the Nigerian government have made attempts severally, there's still much to be done to salvage the entire system. Business educators have a share of the problems as posited by (Okifor and Ayo, 2015; & Akindutire and Ekundayo, 2012) in the following ways:

1. Poor investment in problem-solving researches in areas of dire need: government has not been able to conduct, sponsor and implement research recommendations that address or suggest ways to improve the education sector, and that would facilitate continuation of school activities in times of emergencies.
2. Lack of interest in the field of education: most graduates do not have interest in the profession because of the bad impression they have of teaching. The field of education has been looked down upon because it has been assumed to be a dumping ground for losers or those who



- could not secure admission in their choice faculties or institutions, as such, they're piled up in faculties of education as against their will.
3. Dearth of business teacher motivation: the business teacher suffers neglect especially by the government, since the sector is not given any special attention, the business teacher does not stand the chance of getting any motivational incentives apart from the monthly salary. The lack of motivation has caused the teacher to divert his attention to other paying means of survival like conducting after-school lessons, teaching in private schools, sponsoring self to obtain further degrees and embarking on entrepreneurial skills and businesses etc. Therefore, there's the problem of role conflict and disloyalty as a result.
 4. Lack of professionalism among business educators: Durosaro, (2008) in Akindutire and Ekundayo (2012) posited that government had made efforts to emphasize professionalism in teaching by enforcing teacher registration in order to sift the weeds from the tars. Instead of adherence to the code of conduct, ethics and guiding principles for professionalism in the profession, most teachers adhere to fulfil all righteousness in order to secure their jobs.
 5. Inadequate qualified and skilled manpower that will assist or give room for educators to go for regular training at intervals leading to stagnation and poor performance. This is as a result of over-population and poor supply of business teachers. Business educators get stagnated for too long without developing themselves to meet up with the present trends in modern instruction delivery.
 6. Poor acquisition of technical skills in teaching technical subjects or courses as well as learning: the lack of relevant technicalities in teaching technical courses is a challenge because a teacher cannot give what he does not have to the learners, therefore, the need for development, training and retraining in the relevant areas.
 7. Poor business teacher remuneration: the monthly remuneration is delayed and inadequate looking at the time and intellectual exercise the teacher has to go through in delivering practical experiences on learners.
 8. Dearth of modern infrastructural facilities: The need for modernization of teaching delivery in the 21st century cannot be swept under the carpet. Probably, if the sector is given a structural face lift, the disrespect accorded the sector will be reduced. With evolving technologies, there is need for business educators to become familiar with basic computer knowledge and skills, this will help them to learn fast and be able to transmit it effectively.
 9. Obsolete curriculum: the world has gone global, therefore, the curriculum deserves a total overhaul to capture and adopt the modern trends of teaching resources, practical materials or tools, new methodologies, modern evaluation, assessment, and teaching methods. The curriculum for future business teacher education must make available, relevant experiences that will equip students with attitudes that are responsive to the changes and the ability to assess the changes, they should be able to mentor future teachers who will take up leadership roles that would result in innovations and changes in business and industry (Okifo & Ayo, 2015).
 10. Lack of Commitment: the welfare package that will motivate commitment of business educators is completely disregarded, issues of delayed salary payment, lack of development, lack of job satisfaction are some reasons for the poor commitment. They'll rather take up other jobs that would augment what they are getting in their place of original assignment against following through with the curriculum provisions for each course.
 11. Issues of resignation: the sector is declining because teachers are opting for other lucrative jobs in order to regain their image in the society as the negative perceptions affect their self-image and the ability to socialize comfortable in the society with diverse professionals. Ajayi and Shofoyeke in Akindutire and Ekundayo (2012) asserted that the bad image of teachers is likely not to attract the right calibre of people to be retained in the profession, since teachers can now secure jobs in the banks, offices, NGOs, police force, military, and customs services etc. rather than being in the class.

Panaceas for Educational Challenges

All hope is not lost in business teacher education, despite the height of neglect and the tremendous challenges identified above among others. The following remedies will contribute in reducing to the barest minimum, the negativities bedevilling business teacher education and training in Nigeria.

The first issue to be considered in revamping and encouraging business teacher education



and training in Nigeria is to explore areas of dire need in the sector and prioritize the issues that need urgent attention. Business educators should be mandated to research on those areas of need, that way, the teacher will be more enlightened on what is needful for the betterment of the sector. The necessary qualifications needed for the business educator to acquire to fit into the global world of work and business as well as teaching prospective teachers should be invested on. Additionally, Asijafe, Bolarinwa and Edeh (2015) suggest that, the business education teacher must possess three basic qualities that would equip him for competition, they are; business qualities, personal qualities that would enable him do the job as a business teacher and professional qualities, as well as identifying with professional associations like Association of Business Educators of Nigeria (ABEN) through conferences and workshops they organise for capacity building and professionalization. Another viable remedy is educating students and pupils at the appropriate time. Most children develop negative perceptions from what they see happening to the teachers and probably their parents who are teachers. When the right training is provided and the right attitude, principles and ethics are exhibited by the teachers, appropriate environment is provided and the necessary incentives are there, the populace will be attracted to the profession and subsequently, see it in a better perspective.

Furthermore, there should be a regulated standard every business teacher must attain before he is qualified to take certain subjects/courses, this would strengthen quality of manpower and professionalism amongst business teachers as well as boost their confidence as they relate with business teachers from other countries

The obsolescence, decay and the lack of adequate facilities for educating a business teacher in our institutions of learning limits his ability to acquire new knowledge in modern trends in technologies for teaching technical courses. This is a major setback to the effectiveness of a business teacher because the teacher is left with no option than to subscribe to selective learning/teaching based on the available resources he can find, or he might be forced to improvise his teaching aids so as to pass the ideas across with little or no results at the end. Provision of adequate, relevant and functional facilities will help in moulding the business teacher to achieve understanding of the content, method of teaching at all levels and the goals of the programme he desires to be an expert in.

Another major remedy to the problems ravaging teacher education and training is the issue of curriculum upgrade. Knowledge is dynamic in nature, what you think you know very well today may become obsolete if not useless in no distant time owing to information explosion and robust technological advancements. This therefore, calls for the regulatory bodies like National Board for Technical Education (NBTE) etc. to frequently step up their games in order to meet up with the prevailing global trends. Relevant monitoring bodies must be on their toes to ensure full adherence and implementation of the curriculum to avoid deviation omission and alterations of the content. For example, SIWES participation, visitation, and assessment must be emphasized to meet up with the need for industrial experience as well as project writing.

The ratio of student-to-teacher is discouraging. Most education faculties are densely populated; this is attributed to high number of students admitted as against the available facilities and resources. It is a point of concern to mention that most business educators are not able to develop educationally because of shortage of teachers which makes it difficult for them to alternate going for further studies thereby, making them stagnate.

Moreover, issues of attrition of business educators to other lucrative and mouth watering, juicy jobs are almost impossible to control. Their remuneration is not enough to sustain them and that constitutes their desire for greener pasture. Unless the sector is prioritized and sustained, business educators might keep resigning until the sector is faced out completely.

The training process for business educators must not be rushed, consequently, adequate time should be allotted for practical and technical trainings before they are certified as business educators. There should be improved welfare packages that would boost the teachers morale to commitment. For example, prompt promotion, regular salary payment, improved conditions of service, conference, training and workshop sponsorships, as well as sponsoring self-motivated researches and innovations that will improve their competence.

Conclusion

The paper concludes that, this phenomenon cannot be overlooked as it determines a lot in the future of the prospective business teacher. Though the entire education sector needs total overhauling, business teacher education is very important for sustenance and redemption of business education and education as a whole. There is need however, for a prompt response to the plight of



the teacher who is the trainer of trainers and employee and an employer of skills for businesses as well as facilitator of entrepreneurial development, self reliance and sustainable functional education. In addition, human capital development is paramount to a nation's growth and development hence, the need for training and retraining of business educators who play significant roles in a constantly evolving system. Finally, business teacher education is a panacea and an indisputable tool for self-sustenance and economic independence in a nation, therefore, this is a clarion call for the adoption of modern educational techniques and reorganization of the sector.

Recommendations

The following recommendations emanated based on the challenges posited and the research conducted. They are:

1. Government should organize and emphasize participation in short courses in computer education, this is a springboard for business educators to acquire computer skills for functional and practical competence.
2. NBTE and other educational regulatory bodies should not stand alone but rather submit themselves to superior monitoring agencies to ensure full compliance and implementation of the content of the curriculum as well as adherence to the ethics and guiding principles of the profession.
3. Evaluation/appraisal of performance of business teachers who have undergone training should be encouraged, the supervising bodies responsible should be meticulous in identifying areas of strengths and weaknesses for encouragement and further trainings respectively.
4. Government should redirect its focus to boost investments on human capital development expenditures rather than the concurrent expenditures that may not add value to the nation's economy, this will enable the nation compete with ease in the present day knowledge economy.
5. Government should encourage quality assurance of business educators by instituting regulator of regulators, this will help to control incidences of compromises within the system.
6. Any nation that does not key into the modern-day technological advancements will not thrive in the 21st century, therefore, government must invest in the training, acquisition and development of modern equipment and infrastructural facilities that will facilitate teacher training and development for sustenance.
7. Business educators must seek and undertake trainings and workshops on the current pedagogies. They should dissuade from or overcome techno-phobia and avail themselves to learn new technologies relevant for teaching and self development.
8. New educational reforms must be introduced for restructuring within the system.

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ROLE OF E-LEARNING IN ENSURING THE CONTINUATION OF TRAINING IN BUSINESS TEACHER EDUCATION PROGRAMME DURING THE COVID-19 PANDEMIC AND BEYOND IN NIGERIA

¹Ile, C.M. (Ph.D)

cm.ile@unizik.edu.ng

²Ukabam, J. A.

Email: ukabamjennifer@gmail.com

Phone: 08119957590

Department of Technology and Vocational Education,

Faculty of Education,

Nnamdi Azikiwe University, Awka.

Abstract

The study examined the role of e-learning in ensuring the continuation of training in business teacher education programme during the Covid-19 pandemic and beyond in Nigeria. Two research questions guided the study and two hypotheses were tested. Descriptive survey research design was adopted for the study. The population of the study comprised 109 business educators from five tertiary institutions in Anambra State. The instrument for data collection was a structured questionnaire developed by the researchers. The instrument was subject to a pilot test on 20 business educators in Asaba metropolis. The application of the Cronbach Alpha reliability test on the returned data yielded coefficient values of 0.81 and 0.78 for clusters B1 and B2 respectively with an overall reliability coefficient value of 0.80 for internal consistency. Data collected from the respondents were analyzed using mean, standard deviation to answer the research questions and t-test for the hypotheses testing. Findings revealed that e-learning ensures the continuation of business teacher education programme during the Covid-19 pandemic and beyond included facilitating ease in learning, promoting flexibility in the use of teaching methods, focusing on the achievement of students' needs, promoting more hands-on learning experiences and allowing students to learn at their own pace among others. Findings also showed that poor government commitment towards the implementation of the national ICT framework in tertiary institutions, misappropriation of funds by heads of tertiary institutions, socio-economic status of parents, poor power supply, poor internet networks, high cost of internet accessible gadgets and failure to collaborate with private it experts are the challenges impeding the adoption of e-learning for the continuation of training in business teacher education programme during the Covid-19 pandemic and beyond in Nigeria. The institutional type of the respondents did not significantly influence their mean ratings. Based on the findings, it was recommended among others, that administrators of business teacher education programme should collaborate with the private sector in the areas of funding, technical support and resource provisions so as to ensure the full and efficient utilization of e-learning platforms in the programme.

Keywords: E-learning, Continuation, Training, Business Teacher Education, Programme

Introduction

The outbreak and spread of the Covid-19 (corona-virus) across the world has resulted in settings in how people interact socially. Michael (2020) noted that the spread of the novel COVID-19 across the globe has led to profound changes in social interaction and organizational changes, and the education sector was not immune. Weeden and Cornwell (2020) stated that in order to curtail the spread of the virus, precautionary measures like "social distancing" or "physical distancing" has been placed to limit physical interaction and thereby decrease the form of group communication that could grow rapidly in crowded social networks as seen in tertiary institutions. Taking a cue from the social distancing initiative, the Federal Ministry of Education in Nigeria ordered the closure of schools on the 19th of March, 2020. This directive meant that all schools at primary, secondary and tertiary levels abruptly suspended their academic calendar. The business teacher education programme being an academic programme studied at the tertiary level of education in Nigeria was also affected by the closure.

The business teacher education according to Udoye and Ndum (2013), is an educational



training process which business teacher-trainees receive with the primary motive of enabling them acquire adequate attitudes, concepts, knowledge, understanding and skills in business activities, for personal or vocational usage, and/or for careers as administrators, managers and teachers wherever they may find themselves in the business world. The business teacher education programme is offered at Colleges of Education and Universities in Nigeria. Ezeani and Ogundola (2016) defined educational training programme through which recipients could fit into or be employed in four major occupational areas such as book-keeping and accounting jobs, clerical and general office jobs, stenographic and secretarial jobs, distributive and marketing jobs. According to Udoe and Ndum (2013) the objectives of business teacher education are educating business education teachers who will be positively oriented towards teaching business subjects; producing effective business teachers who are highly motivated and conscious of the important role they are expected to play in the development of business education.

Other objectives include producing business teachers who possess sufficient knowledge in the theory and practice of business education which they can in turn teach in the teacher training colleges and equipping the business education students with sufficient knowledge and skills in business management. The attainment of the goals of business teacher education programme appears to have been stalled by the spread of Covid-19 pandemic which resulted in the closure of tertiary institutions. Shivangi (2020) opined that academic programme like the teacher education programme are finding it difficult to find options that will help to mitigate the effect of the pandemic. Rieley in Shivangi (2020) averred that the situation demand adequate planning from all stakeholders in education. This is because trainee teachers who are supposed to be busy with their academic works are suddenly now at home with their parents without any form of academic activities to actively engaging them.

It is therefore imperative that measures to protect and save students, faculty, academic staff, communities, societies, and the nation as a whole are sought. It is based on the preceding that some authors have suggested for the utilization of e-learning platforms as veritable tools for continuing academic activities during the pandemic and beyond. E-learning according to Adeoye, Adenikan and Adenikan (2020) are educational technologies that facilitate the teaching and learning process. Singh and Thurman (2019) stated that e-learning is the use of technologies to carry out teaching and learning. Singh and Thurman further stated that students can be anywhere (independent) to learn and interact with instructors and other students. According to Eze, Chinedu-Eze and Bello (2018), e-learning education is concerned with the holistic incorporation of modern telecommunication equipment and ICT resources into the education system. Shivangi (2020) comprehensively defined e-learning as learning experiences in synchronous or asynchronous environments using different devices such as mobile phones, laptops, among others with internet access.

The synchronous learning environment is structured in the sense that students attend live lectures, there are real-time interactions between educators and learners, and there is a possibility of instant feedback, whereas asynchronous learning environments are not properly structured. Raheem and Khan (2020) opined that the applications of e-learning include, computer based learning, web-based learning, virtual education opportunities and digital collaboration. Pande, Wadhai, and Thakare (2016), stated that some essential tools of e-learning are Weblog, Social bookmarking, Wiki, RSS, Podcasting, Instant messaging, Text chat, and internet forums. In agreement, Adeoye, Adanikin and Adanikin (2020) held that current e-learning platforms that could help in ensuring the continuity of the business teacher education programme are Microsoft teams, google hangout (meet), skype, Bamboo learning, google classroom, Docebo, WIZIQ, Adobe captivate, Elucidat, Blackboard learn and Zoom amongst others. Pande, Wadhai, and Thakare (2016) further noted that e-learning has an important role for ensuring the continuation of training in business teacher education programme.

Shivangi (2020) averred that e-learning provides flexibility, efficiency in knowledge and qualification enhancement, motivation of students' interaction and cost-effectiveness. Guragain (2016) also posited that the value of face-to-face class contact content development, distribution and maintenance cost are exclusively high as compared to e-learning which is of lower cost. Abbasi, Ayoob, Malik and Memon (2020) noted that the acceptability of e-learning for students are because e-learning ensures ease of use, flexibility and better control over the environment. However, in spite of its multiple advantages there are quite a few limitations of e-learning such as social isolation, lack of student teacher interaction and connectivity issues among others (Abbasi, Ayoob, Malik & Memon, 2020). Mohamedbhai (2020) revealed that inequality is a problem affecting the application of e-learning in the business teacher education programme. According to Mohamedbhai, this is seen in



the existential differences between urban and rural students; between students from rich homes and those from poor homes who cannot afford the cost of internet. The Trade Union Advisory Council (TUAC) (2020) opined that the impact of the Covid-19 pandemic has affected parents and has significantly impacted on their ability to provide the necessary e-learning hardware and internet accessibility needed for partaking in online education. In another vein, Adeoye, Adenakin and Adenakin (2020) noted that the utilization of e-learning for continuation of education programme has been challenging to public tertiary institutions. According to the authors, the level of resources accrued to tertiary institutions could determine the ease with which they can utilize e-learning in continuing their academic calendar. However, this view is theoretical and has not been empirically proven. This study will thus examine the role of e-learning in ensuring the continuation of training in business teacher education programme during the Covid-19 pandemic and beyond in Nigeria.

Statement of the Problem

The business teacher education programme is a very important academic programme that contributes towards building human capital in Nigeria. However, the advent of the Covid-19 has abruptly halted the progression of academic activities in the programme. Sadly, this resulted in students of the programme going home to be with their parents and guardians. Unfortunately, since the closure of schools, there has been increase in reported cases of criminal activities among youths. Incidences of rape, armed robbery, cyber crimes and prostitution which have been on the increase and many scholars and researcher have blamed this on the closure of schools (Adeoye, Adenikan & Adenikan, 2020).

The situation is worrisome and has increased call for the adoption of a system of education like the use of e-learning which adheres to the principles of social distancing and allows teaching and learning to continue. Despite successful use of e-learning to continue academic activities in some developed countries and even in some private institutions in Nigeria, it is worrisome that business teacher education programme in public tertiary institutions have found it difficult to incorporate e-learning system in continuing their academic programme. The researchers are worried that if this situation is left to continue, undergraduates of business teacher education programme will lag behind in their pursuit of academic excellence and in life compared to their peers in private tertiary institutions in the country.

Research Questions

The following research questions guided the study:

1. What are the roles of e-learning in ensuring the continuation of training in business teacher education programme during the Covid-19 pandemic?
2. What are the challenges impeding the adoption of e-learning for the continuation of training in business teacher education programme during the Covid-19 pandemic?

Hypotheses

The following hypotheses were tested at 0.05 level of significance:

1. There is no significant difference in the mean ratings of business educators in colleges of education and universities on the role of e-learning in ensuring the continuation of training in business teacher education programme during the Covid-19 pandemic in Nigeria.
2. There is no significant difference in the mean ratings of business educators in colleges of education and universities on the challenges impeding the adoption of e-learning for the continuation of training in business teacher education programme during the Covid-19 pandemic in Nigeria.

Method

Descriptive research design was adopted for the study and the study was carried out in Anambra State. The population of the study comprised 109 business educators in the five tertiary institutions offering business education in the State. No sampling was done because the researchers found the population of the study to be manageable. The instrument for data collection was a researcher developed structured questionnaire. The instrument was titled "Questionnaire on the Role of E-Learning In Ensuring the Continuation of Training in Business Teacher Education during Covid-19 Pandemic and Beyond (QRECTBTE)". The instrument was structured on a four-point rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The instrument had two



sections:-A and B. Section A contained information relating to respondents type of institution (college of education/universities), while Section B contained 20 items in two clusters. Cluster B1 contained 12 items on the role of e-learning in ensuring the continuation of training business teacher education programme during the Covid-19 pandemic and beyond, while Cluster B2 contained eight items on the challenges impeding the adoption of e-learning for the continuation of training in business teacher education programme during the Covid-19 pandemic in Nigeria. The instrument was validated by three experts in business education and one in measurement and evaluation from Nnamdi Azikiwe University, Awka. The instrument was subjected to a pilot test on 20 business educators in Asaba metropolis. The application of the Cronbach Alpha reliability test on the returned data yielded coefficient values of 0.81 and 0.78 for clusters B1 and B2 respectively with an overall reliability coefficient value of 0.80 for the two clusters.

The researcher administered 109 copies of the questionnaire through email to the respondents; out of which 81 copies were retrieved. Data collected from the respondents were analyzed using mean, standard deviation and t-test. The mean value was used to answer the research questions while the standard deviation was used to ascertain the homogeneity or otherwise of the respondents' ratings. In analyzing the mean, any item with mean score between 2.50 to 4.00 was deemed to be agreed while any item with mean score between 2.49 and 1.00 was disagreed. For the hypotheses, t-test was used to test all the null hypotheses at 0.05 level of significance. Where the calculated t value was less than the critical value of t, it meant that the variable did not significantly affect respondents' mean ratings and the hypothesis was accepted. Conversely, where the calculated t value was equal to or greater than the critical t value, it meant that the variable had a significant effect on the respondents' mean ratings and the hypothesis was rejected.

Results

Research Question 1

What is the role of e-learning in ensuring the continuation of training in business teacher education programme during the Covid-19 pandemic in Nigeria?

Table 1: Mean Ratings of Business Educators on the Role of E-learning in Ensuring the Continuation of Training in Business Teacher Education Programme during the Covid-19 Pandemic and Beyond (N=81)

S/No.	The role of e-learning in ensuring continuation of BTE include:	Mean	SD	Remarks
1.	It facilitates ease in learning	3.10	0.87	Agree
2.	It promotes flexibility in the use of teaching methods	2.87	0.76	Agree
3.	It focuses on the achievement of students needs	3.22	0.72	Agree
4..	It promotes more hands-on learning experiences	3.05	0.81	Agree
5.	It allows students to study independently	3.11	0.76	Agree
6.	It encourages active engagement of learners	3.28	0.84	Agree
7.	It ensures the achievement of learning objectives	2.65	0.77	Agree
8.	It promotes more interactive learning experiences with online applications like Zoom, Youtube etc.	2.89	0.71	Agree
9.	It allows students to learn at their own pace.	3.19	0.80	Agree
10.	It promotes the ease of monitoring of teaching and learning activities	3.12	0.78	Agree
11.	It also facilitates ease of documentation	3.15	0.72	Agree
12.	It allows students to ask questions and give feedback without disclosing their identity during online class	3.09	0.74	Agree
Cluster Mean		3.06		Agree



Data in Table 1 reveal that all the items, achieved mean ratings ranging between 2.65 and 3.22 and standard deviations ranging between 0.71 to 0.87. This means that they are all roles of e-learning in ensuring the continuation of training in business teacher education programme during the Covid-19 pandemic. The cluster mean of 3.06 indicates that the role of e-learning in ensuring the continuation of business teacher education programme during the Covid-19 pandemic and beyond in Nigeria are that it facilitates ease in learning, it promotes flexibility in the use of teaching methods, it focuses on the achievement of students needs, it promotes more hands-on learning experiences, it allows students to study independently and It allows students to learn at their own pace among others.

Research Question 2

What are the challenges impeding the adoption of e-learning for the continuation of training in business teacher education programme during the Covid-19 pandemic in Nigeria?

Table 2: Mean Ratings of Business Educators on the Challenges Impeding the Adoption of E-Learning in Ensuring the Continuation of Training in business teacher education programme (N=81)

S/No.	Challenges impeding adoption of e-learning in BTE include:	Mean	SD	Remarks
13	Poor government commitment towards the implementation of the national ICT framework in tertiary institutions	3.48	0.74	Agree
14	Misappropriation of funds by heads of tertiary institutions	3.21	0.72	Agree
15	Socio-economic status of parents	3.45	0.81	Agree
16	Poor power supply	3.02	0.70	Agree
17	Lack of students knowledge of the use of e-learning tools	2.85	0.82	Agree
18	Lack of experts to resolve technical difficulties from the use of e-learning learning platforms	2.80	0.82	Agree
20	Poor internet networks	3.01	0.79	Agree
21	High cost of internet accessible gadgets	2.87	0.80	Agree
22	High cost of data services	3.10	0.77	Agree
23	Failure to collaborate with private IT experts	3.33	0.84	Agree
Cluster Mean		3.11		Agree

Data in Table 2 reveal that business educators opined that all the items, achieved mean ratings ranging between 2.80 and 3.48 and standard deviation ranging between 0.70 to 0.84 and are thus seen as the challenges impeding the adoption of e-learning for the continuation of training in business teacher education programme during the Covid-19 pandemic and beyond in Nigeria. The cluster mean of 3.11 indicates that poor government commitment towards the implementation of the national ICT framework in tertiary institutions, misappropriation of funds by heads of tertiary institutions, socio-economic status of parents, poor power supply, lack of students knowledge of the use of e-learning tools, lack of experts to resolve technical difficulties from the use of e-learning learning platforms, poor internet networks, high cost of internet accessible gadgets and failure to collaborate with private it experts are the challenges impeding the adoption of e-learning for the continuation of training in business teacher education programme during the Covid-19 pandemic and beyond in Nigeria

Hypothesis 1

There is no significant difference in the mean ratings of business educators in colleges of education and universities on the role of e-learning in ensuring the continuation of training in business teacher education programme during the Covid-19 pandemic and beyond in Nigeria.



Table 3: t-Test Analysis of Respondents Mean Ratings on the Role of E-Learning in Ensuring the Continuation of Training in Business Teacher Education Programme During the Covid-19 Pandemic and Beyond in Nigeria

Variable	N	\bar{X}	SD	df	α	t-cal.	t-crit.	Decision
COE Bus. Edu.	56	3.01	0.76	79	0.05	0.21	1.960	Not Significant
Univ. Bus. Edu.	25	2.98	0.82					

Data in Table 3 show that the calculated t-value of 0.21 at 79 degree of freedom at 0.05 level of significance is less than the critical value of 1.960. This shows that there is no significant difference in the mean ratings of business educators in colleges of education and universities on the role of e-learning in ensuring the continuation of training in business teacher education programme during the Covid-19 pandemic and beyond in Nigeria, hence the hypothesis is accepted.

Hypothesis 2

There is no significant difference in the mean ratings of business educators in colleges of education and universities on the challenges impeding the adoption of e-learning for the continuation of training in business teacher education programme during the Covid-19 pandemic and beyond in Nigeria.

Table 4: t-Test Analysis of Respondents Mean Ratings on the Challenges Impeding the Adoption of E-Learning for the Continuation of Training in Business Teacher Education Programme During the Covid-19 Pandemic and Beyond in Nigeria

Variable	N	\bar{X}	SD	df	α	t-cal.	t-crit.	Decision
COE Bus. Edu.	56	3.00	0.76	79	0.05	0.43	1.960	Not Significant
Univ. Bus. Edu.	25	3.18	0.79					

Data in Table 4 show that the calculated t-value of 0.43 at 79 degree of freedom at 0.05 level of significance is less than the critical value of 1.960. This shows that there is no significant difference in the mean ratings of business educators in colleges of education and universities on the challenges impeding the adoption of e-learning for the continuation of training in business teacher education programme during the Covid-19 pandemic and beyond in Nigeria, hence the hypothesis is accepted.

Discussion of Findings

The findings on the first research question revealed that the role of e-learning in ensuring the continuation of business teacher education programme during the Covid-19 pandemic and beyond in Nigeria are that it facilitates ease in learning, promotes flexibility in the use of teaching methods, focuses on the achievement of students needs, promotes more hands-on learning experiences, allows students to study independently and allows students to learn at their own pace among others. These findings show that e-learning is a veritable tool for realizing the continuation of academic activities in the business education programmes in Nigeria. This finding is in agreement with the views of. Abbasi, Ayoob, Malik and Memon (2020), who held that the acceptability of e-learning for continuing the teaching of students are because e-learning ensures ease of use, flexibility and better control over the environment. Also, the study is in agreement with Adeoye, Adanikin and Adanikin (2020) who stated that the integration of e-learning in the teacher education programme will reduce the issues of insufficient classrooms for lectures as student can easily take the lectures online without any disruption at their convenience. In the same vein, Raheem and Khan (2020) opined that e-learning is the best and most convenient way for students to learn independently. Similarly, Rajhans, Memon, Patil and Goyal (2020) outlined the benefits of adopting e-learning for tertiary education programme to include that it enables ease of learning, is cost-effective and provides the lecturers and students with variety of teaching and learning.

Further findings revealed no significant difference in the mean ratings of business educators in colleges of education and universities on the role of e-learning in ensuring the continuation of training in business teacher education programme during the Covid-19 pandemic and beyond in



Nigeria. This shows that business educators in both colleges of education and universities agree that the adoption of e-learning could play a crucial role in ensuring the continuation of training in the business teacher education programme in Nigeria. This is in line with the views of Adeoye, Adanikin and Adanikin (2020) who posited that e-learning when adopted by public tertiary institutions in Nigeria would alleviate the encumbrances resulting from the Covid-19 pandemic.

Findings on the second research question showed that poor government commitment towards the implementation of the national ICT framework in tertiary institutions, misappropriation of funds by heads of tertiary institutions, socio-economic status of parents, poor power supply, lack of students' knowledge of the use of e-learning tools, lack of experts to resolve technical difficulties from the use of e-learning learning platforms, poor internet networks, high cost of internet accessible gadgets and failure to collaborate with private information technology (IT) experts are the challenges impeding the adoption of e-learning for the continuation of training in business teacher education programme during the Covid-19 pandemic. This indicates that the adoption of e-learning is affected by the factors related to power, government commitment and misappropriation of funds by heads of tertiary institutions. This situation makes it impossible to adopt e-learning in the country. Another area is the problem of inequalities and socioeconomic status which was seen as a challenge to e-learning adoption. This finding is in line with Mohamedbhai (2020) who revealed that inequality is a problem affecting the application of e-learning in the business teacher education programme. Mohamedbhai further stated that differences between urban and rural students; between students from rich homes and those from poor homes who cannot afford the cost of internet would greatly hamper the adoption of e-learning. The Trade Union Advisory Council (TUAC) (2020) opined that failure to provide necessary e-learning hardware and accessibility to internet are challenges to the adoption of e-learning for the continuation of training in business teacher education programme during the Covid-19 pandemic.

Furthermore, findings revealed that there was no significant difference in the mean ratings of business educators in colleges of education and universities on the challenges impeding the adoption of e-learning for the continuation of training in business teacher education programme during the Covid-19 pandemic. This shows that business educators in both colleges of education and universities agree that the adoption of e-learning for ensuring the continuation of training in the business teacher education programme in Nigeria is being hampered by certain factors. This is in agreement with Adeoye, Adanikin and Adanikin (2020), who noted that issues relating to fund management, internet services, cost of e-learning tools and poor electricity supply affects the adoption of e-learning during the Covid-19 pandemic.

Conclusion

Based on the findings of the study, the researchers conclude that e-learning is a veritable tool for improving training in the business teacher education programme. This is because e-learning facilitates ease in learning, flexibility in teaching style, independence in learning and centered on the achievement of students needs. Despite the benefits of utilizing e-learning in business teacher education programme, its utilization in the programme has been abysmal. Factors like poor fund management, poor internet services, cost of e-learning tools and poor electricity supply have been blamed for impeding the adoption of e-learning during the Covid-19 pandemic. Given the important role e-learning plays in ensuring the continuation of academic activities, it is imperative that remedial measures are put in place to check the impediments of e-learning adoption in the business teacher education programme in Nigeria.

Recommendations

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

1. Government at all levels in Nigeria should show serious commitment towards the review and implementation of a national information and communication technology (ICT) framework that is geared towards e-learning adoption in the nation's tertiary institutions.
2. Administrators of business teacher education programme should collaborate with the private sector in the areas of funding, technical support and resource provisions so as to ensure the full and efficient utilization of e-learning platforms in the programme.



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OFFICE INFORMATION MANAGEMENT SKILLS ACQUIRED BY OFFICE TECHNOLOGY AND MANAGEMENT EDUCATION (OTME) FINAL YEAR UNDERGRADUATE STUDENTS IN TERTIARY EDUCATION INSTITUTIONS IN RIVERS STATE

¹**Ogolo, Furo I.**

Department of Office Technology and Management Education
School of Secondary Education (Business)
Federal College of Education (Tech.), Omoku – Rivers State
08036683126

²**Amesi, J.**

Department of Business Education
Faculty of Education
Rivers State University

Abstract

The study assessed office information management skills acquired by Office Technology and Management Education (OTME) final year undergraduate students in tertiary education institutions in Rivers State. Four specific purposes and four research questions guided the study. Descriptive survey research design was adopted for the study. A self-structured questionnaire was used to collect data from a sample of 120 OTME final year students drawn out of a population of 470 OTME final year students from three tertiary education institutions in Rivers State using purposive sampling technique. Cronbach alpha statistics was used to obtain a reliability index of 0.74 for the instrument computed with the aid of statistical package for social science (SPSS). Data collected for the study were analyzed using mean, standard deviation and grand mean to answer the research questions. The findings of the study revealed that OTME final year undergraduate students to a low extent acquire record management skills, communication skills and information protection skills. The findings also revealed that OTME final year undergraduate students to a high extent acquire information technology skills in tertiary education institutions in Rivers State. Based on the findings of the study and conclusions drawn, the following recommendations were put forward among others: Managers of OTME in tertiary education institutions in Rivers State should monitor the implementation of OTME course contents by those who can assist the students to develop all forms of office information and management skills that would aid their productivity in the future. OTME lecturers should adopt teaching methods such as activity method and experiential learning method in order to expose their students to practical activities related to record management, communication and information protection for the purpose of skills acquisition before graduation.

Keywords: *education, office functions, information technology skill,*

Introduction

The purpose of education is to transform the recipients by equipping them with the appropriate knowledge, skills and attitude required to cope with the realities of the workplace related to their field of specialization. Supporting this, Nakpodia and Ifakachukwu (2012) noted that education can be seen as the progressive means by which individuals are prepared to become positively alert to realities in their immediate environment and utilize the best approach to drive their own success upon it. Consequently, the utilization of knowledge and skills acquired by individuals through different educational programme (Office Technology and Management Education inclusive) are meant to ensure their success.

Office Technology and Management Education (OTME) as an aspect of business education programme offered at the tertiary educational institutions in Nigeria is geared towards equipping recipients with knowledge, skills and attitude for maximum success in public and private office works. According to Onyiloye and Asonibare (2019), OTME is designed to equip its recipients with modern



secretarial skills such as: reprographic skills, communication skills and record management skills. As educational programme for the preparation of secretaries and other office personnel, Ozuruoke and Abdulkarim (2016) noted that it is an integral aspect of vocational business education offered in Nigerian universities, polytechnics and colleges of education with the aim of preparing individuals to acquire requisite knowledge and skills related to office planning and maintenance, communication, reprographic and record keeping.

According to Orheruata and Adeleye (2019), OTME in Nigeria has been evolving and developing with the advancement in workplace technology which has drive the change in its nomenclature from secretarial studies/administration to Office Technology and Management (OTM) or Office Technology and Management Education (OTME). Consequently, the integration of modern technologies as part of tools for the preparation of OTME graduates affects the scope of skills acquired through OTME to include technology related skills known as Information Technology skills or Information Communication Technology (ICT) skills. It is for this reason that Bestowei (2020) noted that knowledge, skills and competencies needed by graduates of OTME today has become more dynamic because of the dynamic nature of the world of work resulting from rapid evolvement of office technological devices.

It is worth noting at this juncture, that graduates of OTME are potential office personnel who are likely to be saddled with carrying out office functions such as receiving data, filing, creating and maintaining records, receiving calls and other forms of communication capable of driving the achievement of the organization's goals (Dosunmu, Olugbenga & Adeyanju, 2017). These put them at the centre of every organization for purpose of data and information generation, processing, classification, preservation, dissemination and communication (David, 2020). Therefore, as office personnel who are to be saddled with office job responsibilities they are expected to acquire all skills acquired through OTME which include office planning and maintenance skills, reprographic skills, communication skills and record management skills and information technology skills (Ozuroke & Abdulkarim, 2016; Onyiloye & Asonibare, 2019; Bestowei, 2020).

A cursory look at the skills expected to be acquired through OTME graduates, shows that they are skills for discharging office information and management responsibilities either through manual and electronic procedures. Supporting this, ARMA International (2017) outlined office information management skills needed by office personnel to include information governance practices, risk management, communication and information technology skills. Centre for Learning and Development, Newfoundland (2019) also outlined core technical skills for effective office information management by personnel to include records management skills, information protection skills, risk management skills and information technology skills. There is no doubt that the acquisition of these skills by OTME graduating students would give them an edge over other graduates who can fit into today's modern office jobs related to information management. This is because with such skills, they as office personnel can conveniently help their employers to generate accurate, reliable and relevant information that would enable the achievement of everyday objectives (Dosunmu, Olugbenga & Adeyanju, 2017).

Evidently, the general goal of OTME programme in all tertiary education institutions centres on equipping recipients with the relevant office technology and management knowledge and skills to fit into the contemporary office jobs or teach related curriculum at the secondary school level of Nigerian education system (Ozuroke & Abdulkarim, 2016). It is worth noting that there are many tertiary education institutions in Nigeria and Rivers State specifically offering Office Technology and Management Education (OTME) as an aspect of Business Education at the Undergraduate level. These institutions yearly produced large number of graduates of this programme. Consequently, it is expected that the graduates would have acquired all the necessary skills OTME programme is meant to avail them in order to fit into today's modern office jobs and promote effective office information management. Hence, the need to assess the office information and management skills acquired by the graduates of the various institutions offering OTME cannot be overemphasised.

Some of the available researches related to OTME students office information and management skills are either narrowed down to one specific skill or assess skills needed by the students only. Adeshina, Udoh, Ndomi and Aliyu (2013) conducted study on the relationship between the information technology skills acquired by secretarial teachers in Nigeria colleges of education and their utilization of internet for effective teaching and reported that secretarial teachers in the Nigeria colleges of education lacked some vital Information technology skills. Okoli and Onuigbo (2014) conducted study on impact of records keeping on office managers' efficiency in Nigerian universities and reported insufficient records management skills as one of the constraint affecting office



personnel's efficiency in Nigerian universities. Okolocha and Baba (2017) conducted study on assessment of skills possessed by secretaries for effective electronic records management in polytechnics in north-central and reported that secretaries moderately possess electronic records management skills that have to do with records creation and retention but lowly possess electronic records management skills relating to records disposal. Titus and Yakubu (2018) conducted a research on office technology and accounting skills possessed by business education students in colleges of education for management of small scale businesses in Adamawa State and reported the students moderately possessed ability to communicate politely and effectively through established channels communication within the business electronically, and ability to demonstrate good public relations with customers. Titus and Yakubu also reported that students slightly possessed the ability to use different Microsoft suit packages like Ms word, Ms office, Ms excel, Ms access. Duktur (2019) conducted a study on competencies in the use of information and communication technology (ICT) among final year undergraduate business education students in tertiary institutions in north-eastern Nigeria and reported that most final year undergraduate business education students were competent in the use of Information and Communication Technology (ICT). Guo, Yuan, Archer and Connolly (2011) conducted study on understanding non-malicious security violations in the workplace: a composite behavior model reported that most office personnel (secretaries inclusive) using ITs to drive information management lack information protection knowledge and skills because they don't consider information security as part of their job. Hence, there is need to equip Office Technology and Management Education (OTME) students with information management skill before graduation. The existing literature showed there are many researches on OTME students office information and management skills but none of the research work has focused on assessing the extent of office information management skills acquired by OMTE final year undergraduate students in tertiary institutions in Rivers State to the best of the researcher's knowledge. Therefore, it is this gap in existing literature that drives the present study.

Statement of the Problem

In Rivers State, Rivers State University (RSU), Ignatius Ajuru University of Education (IAUOE) and Federal College of Education (Tech.), Omoku offer OTME with the objective of equipping recipients with numerous office technology and management skills such as office information management skills. However, it is sad to discover that most of the graduates of this programme produced annually in Rivers State ends up not making advancement in this career line and majority are unemployed. Abdulkarim and Osiah (2014) noted that most of the graduates of business education programme (OTME inclusive) ended up being unemployed because they lack the requisite skills for employment in their area. Otum (2018) also noted the existence of poor office and management skills amongst OTME graduates as the cause of their unemployment. Could this be the situation with graduates of OTME from tertiary education institutions in Rivers State is at today? Consequently, to answer this question, the researcher deems it fit to assess office information management skills acquired by final year OTME undergraduate students in tertiary education institutions in Rivers State.

Research Question

The following research questions were formulated to guide the study:

1. To what extent do OTME final year undergraduate students acquire record management skills?
2. To what extent do OTME final year undergraduate students acquire communication skills?
3. To what extent do OTME final year undergraduate students acquire information technology skills?
4. To what extent do OTME final year undergraduate students acquire information protection skills?



Method

This study adopts descriptive survey research. This design was deemed appropriate for this study because Ezekiel, Oguzor, Onyeukwu, Onwuchekwa and China (2017) opined that descriptive survey research is the most appropriate when it comes to assessing opinion of respondents on the characteristics of phenomena in order to draw certain conclusions. The population of the study the study comprises of 470 final year undergraduate Business education students of 2019/2020 academic session which are up to 135, 183 and 152 students from Rivers State University, Ignatius Ajuru University of Education and Federal College of Education (Tech.), Omoku respectively. The sample size is made up of 120 final year undergraduates Business education students who have been exposed to series of office technology and management related courses, that is, 40 students from each of the institution offering OTME. The sample was selected using purposive sampling technique based on the criteria that (i). the respondent is a final year Business Education students who have taken OTME courses and (ii) the respondent is a student of any of the three institutions to be used for the study.

A researcher’s designed structured questionnaire titled “Assessment of Office Information Management Skills Acquired by Office Technology and Management Education (OTME) Undergraduate Students in Tertiary Institutions in Rivers State (AOIMSAOTMEUSTIRS)”. The instrument contains 20 items, 5 items to each question. The responses option is structured based on four-point rating scale of Very High Extent (VHE) - 4, High Extent (HE) - 3, Low Extent (LE) - 2 and Very Low Extent (VLE) - 1. To test for reliability, Cronbach Alpha statistics was computed using the responses from 10 Business education (OTME) students from Niger Delta University (NDU), Bayelsa State who were not part of the study. The computation gave a reliability index of 0.74. The data collected were analysed using descriptive statistics of mean and cluster mean to answer the research questions. For decision making, the following were used as guide:

- (a) Mean of 3.5 above will be regarded as Very High Extent, 2.5 to 2.99 will be regarded as High Extent, 1.5 to 2.49 will be regarded as Low Extent and below 1.5 will be regarded as Very Low Extent.

Results

Research Questions 1: To what extent do OTME final year undergraduate students acquire record management skills?

Table 1: Summary of Mean Value on the Extent OTME Final Year Undergraduate Students Acquired Record Management Skills. n = 120

s/n	Items	X	SD	Decision
1	ability to input text to create records of information on electronic devices	3.16	0.63	HE
2	ability to validate records of information	2.41	0.46	LE
3	ability to file information manually and electronically	2.54	0.71	HE
4	ability to classify records using appropriate classifications	1.99	0.77	LE
5	ability to convert recorded data into information for management use	1.87	0.60	LE
	Grand mean	2.39	0.63	LE

Source: 2020 field Survey

Table 1 shows the respondents are of the opinion that to a high extent they acquire the ability to input text to create records of information on electronic devices and the ability to file information manually and electronically with mean scores of 3.16, 2.54 and standard deviation of 0.63 and 0.71 respectively. The respondents are also of the opinion that to a low extent they acquire the ability to validate records of information, ability to classify records using appropriate classifications and the ability to convert recorded data into information for users with mean scores of 2.41, 1.99, 1.87 and standard deviation of 0.46, 0.77, and 0.60 respectively. However, when the grand mean of 2.39 and standard deviation of 0.63 are considered, it can be concluded that to a low extent OTME final year



undergraduate students in tertiary education institutions in Rivers State acquire record management skills.

Research Questions 2: To what extent do OTME final year undergraduate students acquire communication skills?

Table 2: Summary of Mean Value on the Extent OTME Final Year Undergraduate Students Acquired Communication Skills. n = 120

s/n	Items	X	SD	Decision
6	ability to prepare formal correspondence manually and electronically to communicate relevant information	3.49	0.70	HE
7	ability to present information manually and electronically to group of audience	3.46	0.69	HE
8	ability to manipulate video conferencing device to participate in meetings	1.89	0.56	LE
9	ability to use share information on local area network to communicate relevant information amongst users	1.33	0.77	VLE
10	ability to write report to communicate outcome of concluded exercise	1.89	0.53	LE
	Grand mean	2.41	0.65	LE

Source: 2020 field survey

Table 2 shows the respondents are of the opinion that to a high extent they acquire the ability to prepare formal correspondence manually and electronically to communicate relevant information and ability to present information manually and electronic to group of audience with mean scores of 3.49, 3.46 and standard deviation of 0.70 and 0.69 respectively. The respondents are also of the opinion that to a low extent they acquire the ability to manipulate video conferencing device to participate in meetings and to write report to communicate outcome of concluded exercise with mean scores of 1.89 and standard deviation of 0.56 and 0.53 respectively. The respondents also are of the opinion that to a very low extent they acquire the ability to share information on local area network to communicate relevant information amongst users with mean score of 1.33 and standard deviation of 0.77. Nevertheless, when the grand mean of 2.41 and standard deviation of 0.65 are considered, it can be concluded that to a low extent OTME final year undergraduate students in tertiary institutions in Rivers State acquire communication skills.

Research Questions 3: To what extent do OTME final year undergraduate students acquire information technology skills?

Table 3: Summary of Mean Value on the Extent OTME Final Year Undergraduate Students Acquired Information Technology Skills. n = 120

s/n	Items	X	SD	Decision
11	ability to operate Microsoft suits to process information	3.46	0.51	HE
12	ability to work on computer networks to access information from different units of computers	1.69	0.91	LE
13	ability to mass reproduce information using reprographic technologies	2.62	0.50	HE
14	ability to use database to maintain information	1.88	0.71	LE
15	ability to use email to disseminate relevant information	3.88	0.84	VHE



Grand mean	2.71	0.69	HE
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Source: 2020 field survey

Table 3 shows the respondents are of the opinion that to a very high extent they acquire the ability to use email to disseminate relevant information with mean score of 3.88 and standard deviation of 0.84. The respondents are also of the opinion that to a high extent they acquire the ability to operate Microsoft suits to process information and ability to mass reproduce information using reprographic technologies with mean scores of 3.46, 2.62 and standard deviation of 0.51 and 0.50 respectively. The respondents are also of the opinion that to a low extent they acquire the ability to work on computer networks to access information from different units of computers and ability to use database to maintain information with mean scores of 1.69, 1.88 and standard deviation of 0.91 and 0.71 respectively. However, when the mean of 2.71 and standard deviation of 0.69 are considered, it can be concluded that to high extent OTME final year undergraduate students in tertiary institutions in Rivers State acquire information technology skills

Research Questions 4: To what extent do OTME final year undergraduate students acquire information protection skills?

Table 4: Summary of Mean Value on the Extent OTME Final Year Undergraduate Students Acquired Information Protection Skills. n = 120

s/n	Items	X	SD	Decision
16	ability to oversee processes restricting access to information during management	2.19	0.98	LE
17	ability to use physical security to restrict access to information environment.	3.62	0.94	VHE
18	ability to password systems to prevent unauthorized access to information	1.35	0.50	VLE
19	ability to password application file to prevent unauthorized access to information	1.15	0.46	VLE
20	ability to lock data to prevent unnecessary manipulation of data	1.12	0.43	VLE
	Grand mean	1.89	0.66	LE

Source: 2020 field survey

Table 4 shows the respondents are of the opinion that to a very high extent they acquire ability to use physical security to restrict access to information environment with mean score of 3.62 and standard deviation of 0.94. The respondents are also of the opinion that to a low extent they acquire the ability to oversee processes restricting access to information during management with mean score of 2.19 and standard deviation of 0.98. The respondents are also of the opinion that to a very low extent they acquire the ability to password systems to prevent unauthorized access to information, ability to password application file to prevent unauthorized access to information and ability to lock data to prevent unnecessary manipulation of data with mean scores of 1.35, 1.15, 1.12 and standard deviation of 0.50, 0.46 and 0.43 respectively. However, when the grand mean 1.89 and standard deviation 0.66 are considered, it can be concluded that to a low extent OTME final year undergraduate students in tertiary education institutions in Rivers State acquire information protection skills.

Discussions of Findings

The finding of the study shows that to a low extent OTME final year undergraduate students in tertiary education institutions in Rivers State acquire record management skills. This finding emanated from the fact that the respondents are also of the opinion that to a low extent they acquire the ability to validate records of information, ability to classify records using appropriate classifications and the ability to convert recorded data into information for users. This finding is supported by the discovery of Okoli and Onuigbo (2014) when they reported insufficient records management skills as one of the constraint affecting office personnel’s efficiency in Nigerian universities. The finding is also supported by Okolocha and Baba (2017) when they reported that secretaries moderately possess electronic



records management skills that have to do with records creation and retention but lowly possess electronic records management skills relating to records disposal. However, the difference of these results to the present study finding is that the present study finding relates to potential secretaries who are graduates of OTME and not existing secretaries.

The finding of the study also shows that to a low extent OTME final year undergraduate students in tertiary institutions in Rivers State acquire communication skills. This finding emanated from the fact the respondents are also of the opinion that to a low extent they acquire the ability to manipulate video conferencing device to participate in meetings and to write report to communicate outcome of concluded exercise. This finding also emanated from the fact that the respondents also are of the opinion that to a very low extent they acquire the ability to share information on local area network to communicate relevant information amongst users.

The finding of the study also shows that to high extent OTME final year undergraduate students in tertiary institutions in Rivers State acquire information technology skills. The finding emanated from the fact that the respondents are of the opinion that to a very high extent they acquire the ability to use email to disseminate relevant information. The finding also emanated from the fact that the respondents are also of the opinion that to a high extent they acquire the ability to operate Microsoft suits to process information and ability to mass reproduce information using reprographic technologies. The finding of this study is contrary to the discovery of Adeshina, Udoh, Ndomi and Aliyu (2013) when they reported that secretarial teachers (OTME students) in the Nigeria colleges of education lacked some vital Information technology skills. such as, ability to operate data base, ability to extract relevant information using integrated software packages, ability to extract information using electronic mails and application software. The finding is also contrary to the discovery of Titus and Yakubu (2018) when they reported in their study that business education students slightly possessed the ability to use different Microsoft suit packages like Ms word, Ms office, Ms excel, Ms access. However, the finding is supported by the discovery of Duktur (2019) when the author's study revealed that most final year undergraduate business education students were competent in the use of Information and Communication Technology (ICT). Nevertheless, it is worth noting that the present findings only related to final year undergraduate students.

The finding of the study shows to a low extent OTME final year undergraduate students in tertiary education institutions in Rivers State acquire information protection skills. This finding emanated from the fact that the respondents are also of the opinion that to a low extent they acquire the ability to oversee processes restricting access to information during management. The finding also emanated from the fact that the respondents are also of the opinion that to a very low extent they acquire the ability to password systems to prevent unauthorized access to information, ability to password application file to prevent unauthorized access to information and ability to lock data to prevent unnecessary manipulation. The finding of this study is supported by the discovered of Guo, Yuan, Archer and Connelly (2011) when they reported that most office personnel (secretaries inclusive) using ITs to drive information management lack information protection knowledge and skills because they don't consider information security as part of their job. Hence, the potential graduates of OTME are also not equipped with information protection skills.

Conclusion

Based on the findings of this study, it can be concluded that OTME final year students in tertiary education institutions in Rivers State acquire less of record management skills, communication skills and information protection skills relating to office information management. It can also be concluded that the students acquire more of information technology skills relating to office information management. Therefore, it can be concluded that the tertiary education institutions offering OTME are more concerned with exposing their student of information technology skills without much consideration for other skills that would complement their students' utilization of IT in order to drive effective office information management after graduation. It can also be concluded that the method of guiding the students to acquire record management skills, communication skills and information protection skills are not as effective as that used to guide the students to acquire information technology skills. Whatever may be the case, the present situation at the tertiary education institutions in Rivers State is not good enough for the all-round development of the OTME students to fit into office jobs relating to information management after graduation.



Recommendations

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

- i. Managers of OTME in tertiary education institutions in Rivers State should monitor the implementation of OTME course contents by those who can assist the students to develop all forms of office information and management skills that would aid their productivity in the future.
- ii. OTME lecturers should adopt teaching methods such as activity method and experiential learning method in order to expose their students to practical activities related to record management, communication and information protection.
- iii. OTME courses should be given more hours for practical exercises that would enable students of the programme acquire relevant office jobs skills before graduation.

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21ST CENTURY SKILL REQUIREMENTS BY BUSINESS EDUCATION STUDENTS FOR SUCCESSFUL BUSINESS ENTREPRENEURSHIP IN ANAMBRA STATE

Dr. Chinwe S. Okeke

Nwafor Orizu College of Education, Nsugbe,
Anambra State/Nigeria
sussano18@gmail.com

Abstract

This research study investigated the 21st Century Skill Requirements by Business Education Students for Successful Business Entrepreneurship in Anambra State. The study adopted a descriptive survey research design; hence three research questions guided the study. The population was eighty-two (82) Business Education lecturers in the two colleges of education NOCEN and FCET, Umunze precisely. A sample of 36 respondents was used for the study. A- 30 items structured questionnaire was used to gather necessary information. The instrument was validated using face and content validity and a reliability figure of 0.75 was realized. Data analysis was done using mean and standard deviation. Findings showed that there are various innovative, digital and critical thinking skills required by Business Education students for successful entrepreneurship businesses. Based on the findings, recommendations were made some of which included that regular workshops and seminars should be organized for lecturers to upgrade their skills and knowledge for better transference on the students. Also, there is need to conduct up skilling exercise in a classroom setting for the students from time to time to develop their critical thinking and the school management should make the learning environment very enabling by providing necessary facilities, equipments and materials for effective teaching.

Keywords: 21st century, Skills, Successful, Business Education and Business entrepreneurship.

Introduction

The pace of changes in the business environment is becoming so alarming such that skills training should be imparted on the students in our academic institutions to make them valued. This is because acquiring certificates in this 21st century seems not to be the major criteria for jobs and for business take off, but what matters is the ability to deliver. Skill upgrade is therefore very vital for business success in our society today. [Temmerman](#) (2019) asserted that degree results and certificates are no longer enough in today's competitive, fast paced, technology-driven society, but to acquire needed skills to meet up with the wave. According to [Mba and Umahurhu](#) (2016), skill is the ability of a person to make purposeful movements that are necessary to complete or master a particular task. On the other hand, [Onu](#) (2009) posited that skill is any established habit of performing a task in a way that is remarkably acceptable by a worker on his specialized area. Obviously, skills are special talents acquired by people through education and training and which helps in establishing people now and in the future. This means that skills are acquired through effective training in both formal and informal setting. Training is a bit different from education. While training involves teaching a particular skill to a person to perform a specific task, education deals with imparting holistically on individuals to develop their social, intellectual and physical abilities. Hence, skill training is an important management tool used to provide specific training to people in order to fulfill a particular job requirement. In the business world today, employers only employ labour that offers the best skill. This is to say that the level of skill of labour determines to a large extent the level of their labour. Thus the skills possessed by a person equally relates with the level of life achievements since the skills acquired leverages the person and puts him ahead of others thereby distinguishing him from the rest of his competitors. [Nwadiwe](#) (2014) asserted that acquiring skill is basically considered to be a specific form of learning. [Nwachukwu](#) (2017) maintained that acquiring skill is significant to building a successful career which in turn helps to reduce the crime rate in the country through self-employment opportunities.



Business education by its content is expected to be a skill driven course poised to make its students distinguished from among the graduates in the labour market. According to Okoro (2013), it is a broad and comprehensive field of study whose instructional programme is endowed with the capacity to provide knowledge, skills, vocation and aptitude required to effectively manage personal businesses and at the same time function in the economic system. Okeke and Nzekwe (2019) affirmed that business education is a skill drilling and acquisition course which is capable of making its students or recipients employable or self employed on graduation in order to help facilitate economic activities in the country. Business Education as a course of study, have the capacity of molding students to graduate with such revealing and endearing skills. According to Inyang (2014), Business Education is a course of study which enables students to acquire further skills which are common and fundamental to all personal and occupational activities. Off course, it is the wish of every student to get good job or start up new business after graduation. But this can only be possible when they have acquired the needed and expected 21st century skills such as innovative skills, risk management and problem solving skills, digital skills and critical thinking skills. Twenty-first (21st) century skills are those type of abilities that today's students need to succeed in their careers. Stauffer (2020) categorised them into twelve some of which are creativity, collaboration, communication, critical thinking, technological, leadership and social skills and also subdivided into; learning, literacy and life skills. According to him, while learning skill draw attention to the mental processes of the students that will boost their adaptability and improve their modern work environment, literacy skills which are sometimes regarded as IMT an acronym for information, media and technology. This helps the students to understand the importance of finding facts and data; methods and outlet to publish the collected data and understanding the use of high powered machines and tools in modern business offices. On the other hand, life skills which is comprised of flexibility, leadership, initiative, productivity and social skill (FLIPS) is very crucial to the development of business entrepreneurship since it helps to inculcate in the students certain unique skills as humility, decision making and reasonability, networking, relationship and efficiency skills.

Invariably, when students are trained in different skills, their vision will increase thereby propelling them to develop innovative ideas and better ways of doing things. Obviously, students who posses these skills will always have adaptive qualities needed to meet up with a constantly evolving business environment. Perhaps, this will promote employability and job creation through entrepreneurship business development (Agetue and Nnamdi, 2011). Odi and Odi (2013) identified some innovative skills as introduction of new business and methods, ability to access new source of raw material, ability to motivate and understand others in the work place. Meanwhile, Komarkova, Gagliardi, Conrads and Collado (2015) admitted that skills and opportunities is the key to examining entrepreneurial innovation capabilities. This is why Eke; Ozo and Oraeto (2016) saw entrepreneurship as the ability of a person to organize a business undertaking and assume the risks for the sake of profit. Comfort, Onochie and Omolewa (2016) explained that it as an economic process of creating incremental wealth by individuals who assume the major risk in terms of equity, time or career commitment by providing value for products or services. Apparently, entrepreneurship businesses are those privately owned businesses established based on skills acquired either from the teaching or non –teaching environment. These individuals are looked at as risk takers, and are automatically problem solvers, since their good grasp of things makes them more calculative in handling problems and manage risks in their work or their businesses.

Entrepreneurship is the process of discovering new strategies of combining resources of an organization for effectiveness and efficiency. Gaddefors and Anderson (2017) stated simply that it deals with creation or extraction of value. In recent time, entrepreneurship has become a powerful tool needed for creation of jobs and improving the economic power of the labour market as well as the entire economy. Though, there are many entrepreneurship skills which must be possessed by a person to venture into entrepreneurship businesses such as technical, financial and management skills, there are still lots of 21st century skills which will encourage successful entrepreneurship business startups such as digital skill, innovative skill, risk management and critical thinking skill. It is believed that these skills enable one to be proactive instead of reactive and which means that it is very important in today's business environment.

In today's world, the impact of digitalization cannot be overemphasized. Nwosu (2007) stated that ICT skills make information processing, management and dissemination more effective and efficient and so, very essential since it will enrich the business education students with the technological awareness needed in entrepreneurship activities and business management. It is therefore very obvious that technology has advanced such that no one can survive in today's world of



business without being digitalized and technology alert. Indeed, this ICT skill gives the students understanding of the use of different gadgets and machines they come across. More so, graduates of business education are expected to have adequate managerial skills needed to manipulate other fixed and variable resources like land, capital, money and raw materials. Hence, management is seen as a process involved in planning and organizing the resources of a business to be able to achieve the objectives for which the business was established. According to Okoli (2010), management is the process of working with and through others to effectively achieve the goals of the organization by efficiently exploiting the limited resources. Because of the complex nature of management, it is very necessary that business education students are critical minded beings capable of taking up such tasks of making good use of the available resources and creating an enabling work environment in the future.

Critical thinking skill is very complex and dynamic such that it is usually not easy to pin it to a particular definition. Clarke (2019) defined critical thinking skill as self-directed, self-disciplined, self-monitored and self-corrective thinking. This invariably means that it is a self rational ability of a person, and business education students need this special skill to be able to think clearly and rationally about what to do, or what to believe concerning delicate business decision making. Though this particular skill is very difficult to teach the students, it is very important because poor critical thinkers lack dispositions and cannot be said to have liberally educated irrespective of the type of qualifications they possess. Sparks (2019) pointed that educators have special influence on their students since the students spend more hours with them than at home which ignites their lifetime love of learning. Through educators' effective lesson delivery, the students will be able to develop critical thinking, problem solving, creativity, communication, digital literacy, team working and entrepreneurship skills of the students to mention but a few. Hence, the best education to offer in the world today is to equip the students with transferable skills that will help them respond to whatever the future holds instead of loading them up with knowledge of theory. This is because the education system of yesterday does not suit today's students due to global connectivity. It is on the bases of the foregoing that the researcher is prompted to discover those expected 21st century skills training needed by Business Education students for successful businesses entrepreneurship.

Statement of the problem

Skills are those abilities which every student supposed to acquire before graduation to be able to be useful citizens in the country. This is particularly as regards business education students because of the nature of the content of the programme. However, there are many trendy skills that business education students require to be able to adapt in today's range of skills that the employers look out for. Incidentally, many of the students graduate with nothing or less to show off as special skills that will enable them become future business educators or owners of entrepreneurship business or even able employees in reputable organizations. This is in spite of all the trainings in and outside the classroom and even review of curriculum to include more skill related courses such as Data Base and Management Information System (MIS) to enable the business education students to fit into the 21st century skills requirements needed for successful entrepreneurship businesses.

Obviously, if this scenario continues, it may create serious gap such that the employability of the products of Business Education may become questionable. Okoli and Binumote (2015) in their research on Skills Training Needed by Business Education Students for Successful Entrepreneurship: Implication for Colleges of Education in Nigeria assessed ICT, risk management and innovative skills training needed by Business Education students. In the current study, the researcher adds critical thinking skills and digital skills as one of the 21st century skills needed for successful entrepreneurship businesses and employability.

Though the researchers adopted descriptive survey design which gives room for generalization of result in their study, they concentrated only in the colleges of education in the South West geopolitical zone and cannot be used to effectively conclude that the skills examined are needed by Business Education students in Anambra state. Based on this, the researcher deems it necessary to embark on the current study to examine other 21st century skill required by business education students for successful entrepreneurship business in Anambra state.



Research questions

The following research questions guided the study.

1. What are the innovative skills training required by Business Education students for business entrepreneurship?
2. What are the digital skills training required by Business Education students for business entrepreneurship?
3. What are the critical thinking skills training required by Business Education students for business entrepreneurship?

Methods

The study area was carried out in Anambra state. The study adopted a descriptive survey research design. The population of the study consists of eighty two (82) lecturers of Business Education. This comprised 14 and 68 lectures from Nwafor Orizu College of Education, Nsugbe (NOCEN) and Federal College of Education Technical. Umunze (FCET) respectively (HOD's of the two colleges, 2020). Though, the total population was a manageable size, the variance in the ratio of 14:68 was too high. Hence, to make the population of (FCET) relatively proportional with that of NOCEN, one-third (1/3) of FCET population was sampled using simple random sampling technique to arrive at 22 lecturers. The essence was to allow all the lecturers equal opportunities of being chosen as a respondent and which will later be generalized. Thus, the sample used for study was 36 lecturers obtained by the sum of 14 to 22. The major instrument used to gather information was a 30-items self-structured questionnaire. The validity of the instrument was done by two experts in the department of Business Education from NOCEN. A split half method of reliability of the instrument was done to obtain 0.75 and which was facilitated through Pearson Product Moment correlation coefficient method to compare the responses. The questionnaire was administered on the spot by the researcher which made it possible to have a hundred percent return rate. Weighted mean rating and standard deviation were used to analyze the responses and 2.50 was taken as the criterion mean value of acceptance. Thus, any item that scored below this point was disagreed on.

Results

Table 1: Mean rating and standard deviation of the innovative skills training required by Business Education students for business entrepreneurship

S/N	Item Statement	$\Sigma f\bar{x}$	\bar{x}	SD	Remarks
1	Ability to introduce new product	125	3.47	0.64	Agreed
2	Ability to introduce new method	125	3.48	0.56	Agreed
3	Ability to turn ideas into reality	118	3.27	0.54	Agreed
4	Ability to create new wealth by diversifying or expanding the business area.	117	3.25	0.59	Agreed
5	Ability to be proactive in decision making	125	3.48	0.59	Agreed
6	Ability to relate with competitors.	108	3.00	0.82	Agreed
7	Ability to access new technologies and resources	124	3.44	0.78	Agreed
8	Ability to add value to customers satisfaction	111	3.09	0.86	Agreed
9	Ability to have self confidence	117	3.36	0.86	Agreed
10	Ability to identify and exploit new business opportunities	120	3.33	0.55	Agreed
	Grand mean		3.32	0.68	

Source: Field Survey, (2020)

Table 1 is the mean and standard deviation of the respondents on the innovative skills needed by business education students for business entrepreneurship. The respondents agreed that all the listed items were the innovative skills required by business education students for their business entrepreneurship. The weighted mean of 3.40 indicated that the respondents agreed to the items.



Table 2: Mean rating and standard deviation of the digital skills training required by business education students for business entrepreneurship

S/N	Item Statement	$\Sigma f\bar{x}$	\bar{x}	SD	Remarks
11	Ability to start and boot a computer system.	118	3.29	0.89	Agreed
12	Ability to navigate word processing to compose message	118	3.29	0.89	Agreed
13	Ability to create files and folders	111	3.08	0.87	Agreed
14	Ability to access the internet uploads and downloads information using smart phones and computer system.	117	3.25	0.59	Agreed
15	Ability to access the e-mail	120	3.35	0.53	Agreed
16	Ability to operate excel	125	3.43	0.78	Agreed
17	Ability to protect document with codes and pass words.	123	3.43	0.78	Agreed
18	Ability to print, save and retrieve information.	126	3.50	0.67	Agreed
19	Ability to create slides and make PowerPoint presentations.	120	3.35	0.53	Agreed
20	Ability to store information using software	108	3.02	0.86	Agreed
	Grand mean		3.30	0.74	

Source: Field Survey, (2020)

Data analysed in Table 2 showed that the respondents agreed that all the items were the digital skills required by Business Education students for their business entrepreneurship or fit into job vacancies on graduation. This was shown by their mean ratings, standard deviation and the weighted mean values.

Table 3: Mean rating and standard deviation of the critical skills training required by business education students for business entrepreneurship

S/N	Item Statement	$\Sigma f\bar{x}$	\bar{x}	SD	Remarks
21	Ability to recognize problems and finding ways of solving them instead of running away from them	123	3.42	0.94	Agreed
22	Ability to gather and extract relevant information.	120	3.34	0.85	Agreed
23	Ability to making structured reasoning concerning problems.	111	3.09	0.86	Agreed
24	Ability to draw conclusion and make inferences	118	3.08	0.87	Agreed
25	Ability to understand the need for prioritization and order of precedence in problem solving.	102	2.84	0.75	Agreed
26	Ability to be creative in recognizing investment opportunities.	117	3.25	0.59	Agreed
27	Ability to be a good listener and create room for taking corrections.	113	3.15	0.95	Agreed
28	Ability to comprehend and use language with accuracy and clarity.	111	3.09	0.86	Agreed
29	Ability to be curious about the environment and adapt to change	122	3.40	0.84	Agreed
30	Ability to understand motivation techniques.	57	1.58	0.69	Disagreed
	Grand mean		3.02	0.82	

Source: Field Survey, (2020)

Table 3 showed the mean and standard deviation of the critical skills required by Business Education students for their business entrepreneurship. Besides item number 30, the respondents agreed to all other items. This was shown by their mean ratings as well as the weighted mean.



Discussion of Findings

The result from research question 1 showed that all the listed items are innovative skills training needed by business education. This is in consonance with the views of Agetue and Nnamdi (2011), and Odia and Odia (2013) who said that when students are trained in different skills, their vision will increase thereby propelling them to develop innovative ideas such as being able to introduce new business, methods and ability to access new source of raw materials as well as finding better ways of doing things. Perhaps, this will promote employability and job creation through entrepreneurship business development.

Meanwhile the result from research question two revealed that business education student requires lots of digital skills to become entrepreneurs in the future. Hence all the listed digital skills training were seen to be needed. This agrees with Nwosu (2007) who earlier stated that ICT skills make information processing, management and dissemination more effective and efficient and so, very essential since it will enrich the business education students with the technological awareness needed in entrepreneurship activities and business management.

Results in table 3 showed that all the items listed except item number 30 are critical thinking skills needed by business education students to fit into jobs or start their own businesses successfully on graduation. This is in line with Clarke (2019) who remarked that critical thinking means being self-directed, self-disciplined, self-monitored and self-corrective thinking.

Conclusion

Business Education as was designed before and in the current curriculum is positioned to equip the students or recipients with necessary diverse 21st century skills to meet the challenges of owning entrepreneurship businesses. The result of the research findings has equally been able to prove that there are expected needed innovative, digital and creative thinking skills for successful business entrepreneurship, despite all challenges in the business environment.

Recommendations

On the bases of the result of the findings, these recommendations are made

1. There is need to partner with some established skill acquisition centres where the students will be taken to from time to time for practical learning before their graduation to help them improve their innovative skills.
2. Regular workshop and seminars should be organized for lecturers to upgrade their skills and knowledge for better transference on the students especially on the digital skills. This is because many lecturers are not e- technology friendly.
3. There is need to conduct up skilling exercise in a classroom setting for the students from time to time to develop their critical thinking and the school management should make the learning environment very enabling by providing necessary facilities, equipments and materials for effective teaching.

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BUSINESS EDUCATORS PERCEPTION OF THE USE OF E-LEARNING APPLICATIONS FOR MITIGATING THE IMPACT OF COVID-19 ON THE BUSINESS EDUCATION PROGRAMME IN ANAMBRA STATE

¹J. A Okeke-Ezeanyanwu (PhD)

Department of Vocational Education
Chukwuemeka Odumegwu Ojukwu University, Igbariam
chupjoy@yahoo.com and ja.okeke-ezeanyanwu@coou.edu.ng

²C. E. Okpala

Nwafor Orizu College of Education, Nsugbe
chylizzy09@yahoo.com

Abstract

The study determined business educators' opinion on the use of e-learning for mitigating the impact of Covid-19 on tertiary business education programme in Anambra State. One research question guided the study and two hypotheses were tested. The population of the study comprised 109 business educators in tertiary institutions in Anambra State. The instrument was a 15 items structured questionnaire developed by the researcher. The instrument was validated by three experts in the Department of Business Education, Chukwuemeka Odumegwu Ojukwu University, Igbariam Campus. The instrument was subject to a pilot test on 10 business educators in Enugu State. The application of the Cronbach Alpha reliability test on the returned data yielded coefficient value of 0.79 for internal consistency. The mean value was used to answer the research questions while the standard deviation was used to ascertain the homogeneity or otherwise of the respondents' ratings. For the hypotheses, t-test was used to test all the null hypotheses at 0.05 level of significance. Findings revealed that business educators in tertiary institution in Anambra State opine that e-learning will mitigate the impact of covid-19 on the business education to a high extent. The respondents further opined that e-learning promotes flexibility in teaching and learning of business education courses, ensures that learning objectives are achieved regardless of actual online contact time spent in teaching- learning, focuses on achievement of students needs, creates room for independent learning, promotes ease of monitoring and documentation of teaching activities and gives lecturers the ability to adapt to the wide learning styles to a high extent. The gender and years of working experience of the respondents did not significantly affect their opinion. It was recommended based on the findings of the study that Government should be more committed in providing Information and Communication Technology application and tools for business education programme in tertiary institutions. The researchers also recommended that administrators of business education programme in tertiary institutions should partner with Private IT firms should be welcomed to provide ICT Support services for e-learning and e-education platforms for the business education programme.

Keywords: E-learning, Covid-19, Business Education Programme, business educators

Introduction

The outbreak of Covid-19 popularly known as the Corona Virus has distorted the smooth operation of all facets of the economic and social lives of countries all over the world. Just as in other sectors of the economy of nations around the world, the educational sector was not spared from the "unannounced intrusion" of Covid-19. According to Shivangi (2020), the education sector has also been shaken by this tragedy, resonated globally across the education sector. Michael (2020) averred that appears despite the fact that younger population (youths in tertiary, teens in secondary and primary schools) were at lower risk of mortality compared to older adults, pandemic precautions called "social distancing" or "physical distancing" have tried to reduce interpersonal contact and thus minimize the type of community transmission that could rapidly develop in dense social networks such as the university.

The European Centre for Disease Prevention and Control (2020) stated that social distancing



is a measure taken to reduce physical contact with other individuals. It helps to reduce physical interaction between people in a large gathering in order to stall the spread of the virus. Michael (2020) postulated that educational systems around the world has been to respond to the pandemic with protocols for "emergency eLearning," marking the accelerated transition from face-to-face classrooms to online learning. Raheem and Khan (2020) stated that many countries' leaders have declared lockdowns and told residents to remain at home because of the threat this epidemic presents to human life. The Nigerian government followed suit by shutting down schools on the 19th of March, 2020. The closure also affected tertiary institutions in Nigeria in general and Anambra State in Particular. This move by the Federal Government of Nigeria through its Ministry of Education led to the abortion of all the academic programmes in tertiary institutions. One of the academic programmes affected by the lockdown is the business education programme.

The business education programme is an educational programme in tertiary institutions that equips its recipients with the knowledge and skills for establishing and managing a business venture. Onokpaunu (2016) defined business education as an aspect of general education that prepares students' for employment and advancement in entrepreneurial venturing, teaching profession and other office occupations. Similarly, Utoware and Kren-kidi (2013), business education is a programme of instruction which consist office education and general business education. Office education has to do with preparation of the business education recipients for office careers through initial, refresher and upgrading education leading to employability and advancement in office occupation while the general business education programme provides students with information and competencies which are needed by all in managing personal and business affairs and in using the services of the business world. Sadly, since the closure of schools and grounding of the educational activities business education students have gone home and have been denied any form of academic exercise. Scholars have decried the negative impact this situation would cause in the development of the human capital of the nation. According to Aina and Abdurrahman (2020) opined that the closure of school would adversely impact on students' academic performance. This informed the suggestion by stakeholders in education on the application of e-learning application for teaching students during the period of the pandemic and beyond.

E-learning is not a new terminology in the national educational space in Nigeria. However, the break out of the Covid-19 pandemic has greatly shown that the knowledge and methodology in the use of e-learning is limited. This explains the failure of most business education programmes in federal and state universities in Nigeria to adapt e-learning in educating business education students from home. It appears that over the years, a lot of "lip service" was paid to the integration of e-learning in the business education programme with little or no implementation done. This view is supported by Rajhans, Memon, Patil and Goyal (2020) who posited that despite the vital roles e-learning plays in tertiary education in many countries of the world, most developing nations including Nigeria are yet to unlock its full potentials. It thus becomes imperative that a clearer definition of e-learning is postulated given the present situation that faces the business education programme in particular and education in general.

Over the years, different terminologies have been used as synonyms to e-learning like CBT (Computer-Based Training), WBT (Web-Based Training), online learning and IBT (Internet-Based Training). E-learning is a method of teaching that adapts technology in teaching and enables teachers and students to interact online rather than face to face. According to Adeoye, Adanikin and Adanikin (2020), the term e-learning connotes electronic method of learning which is associated with computerized learning in an interactive interface at the convenience of both the learners and lecturers. Raheem and Khan (2020) defined e-learning as a technological tool for teaching and learning. Khan (2020) further stated that the applications of e-learning include, computer based learning, web-based learning, virtual education opportunities and digital collaboration. Content is provided via internet, audio or video tape, CDROM, and satellite TV. E-learning can be self-paced or instructor-led that include image, media in the form of text, animation, and streaming video and audio. Adeoye, Adanikin and Adanikin (2020) that some e-learning platforms could be utilized in teaching business education in tertiary institutions in Nigeria. Some of these platforms include, Zoom, Microsoft teams, google hangout (meet), skype, Bamboo learning, google classroom, Docebo, WIZIQ, Adobe captivate, Elucidat, Blackboard learn amongst others. The distant learning tools for e-learning have also been suggested as ways of facilitating teaching and learning during the pandemic. Rajhans, Memon, Patil and Goyal (2020) highlighted some of the e-learning tools for distant learning to include are TV, CD-ROM and Radio as well as the use of mobile phone applications like whatsapp and telegram to facilitate learning.



E-learning according to literature has a great potential in facilitating teaching and learning because it helps in bringing the teacher and the student. The vast arrays of technologies available for e-learning appear to make it very important in facilitate teaching and learning in tertiary education programmes like the business education programme. Raheem and Khan (2020) averred that e-learning is the best and most convenient way to for students to learn independently. According to Abasi, Ayoob, Malik and Memon (2020), tertiary institutions globally are clamouring and promoting e-learning as a teaching method and it is being widely appreciated by the learners. This is because e-learning tools have the advantage of its ease of use, flexibility and better control over the environment. However, in spite of its multiple advantages there are quite a few limitations of e-learning such as social isolation, lack of student-teacher interaction and connectivity issue.

The use of e-learning in tertiary institutions in Anambra State in particular and Nigeria in general according to some scholars will be hampered because of issues relating to erratic power supply. Adeoye, Adanikin and Adanikin (2020) noted that most tertiary institutions in Nigeria are sighted in rural areas that have little or no access to power supply this will greatly limit the functionality of the e-learning platforms if integrated. In another vein, the high cost of data was seen as a challenge that could greatly affect the successful use of e-learning in tertiary business education programme. Furthermore, personality variable relating to gender of the business educator and their years of experience could affect their ability to utilize e-learning platforms for learning. It's been suggested that male educator are more adaptable to the use of technology in teaching. Similarly, years of experience of the business educators could also influence business educators' acceptability of the use of e-learning in teaching. However, these views are hypothetical and have not been empirically proven to be the case among business educators in Anambra State. It is against this backdrop that this study is conducted to determine business educators' opinion on the use of e-learning for mitigating the impact of Covid-19 on tertiary business education programme in Anambra State.

Statement of the Problem

The closure of schools in Nigeria resulting from the outbreak of Covid-19 has greatly affected the academic programmes nationally and locally. The business education programme has not been spared from the menace of the pandemic. The closure of tertiary institutions forced students of the business programme to go back home to their parents with little or no academic tasks given to them to engage them while they are at home. With no remedy in sight months after the closure of schools amidst renewed call for resumption of academic activities in the business education programme as well as in other academic programmes in tertiary institutions in the state.

This repulsive scenario raised a great concern on the parents, government of all levels and the students themselves. The precarious situation had a lot of untold consequences on the society as most students rather than being in school were now idle and near frustrated, as the saying goes an idle mind is the devil workshop, most students took to thuggery, cultism, arm robbery and other anti social activities. It is worsened by the incidences of rape reported daily in a magnitude unseen pre-covid 19. The researchers are worried that if innovative methods for teaching business education students are not sought, the level of redundancy in the students will increase. It will erode the knowledge, attitude and skills acquired by the students' pre-covid 19. This will mean resetting (going back to square one) the academic calendar to make up for time lost.

Research Question

To what extent will the use of e-learning applications mitigate the impact of covid-19 on the business education programme in Anambra State?

Hypotheses

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

1. There is no significant difference in mean ratings of male and female business educators on the extent the use of e-learning applications will mitigate the impact of covid-19 on the business education programme in Anambra State.

2 There is no significant difference in mean ratings of experienced and less experienced business educators on the extent the use of e-learning applications will mitigate the impact of covid-19 on the business education programme in Anambra State.



Method

The descriptive survey research design was adopted for the study. The study was carried out in Anambra State. The population of the study comprised 109 business educators in tertiary institutions (Nnamdi Azikiwe University, Awka (16), ChukwuemekaOdumegwuOjukwu University, Igbaria Campus (5), Federal College of Education (Technical), Umunze (71), NwaforOrizu College of Education, Nsugbe (10) and Madonna University, Okija (7) in the State. The instrument was a structured questionnaire developed by the researcher. The instrument was titled "Questionnaire on Business Educators Perception of the Use of E-Learning in Mitigating the Impact of Covid-19 (QBEPUELMIC)". The instrument was structured on a 4- point rating scale of Very High Extent (VHE), High Extent (HE), Low Extent (LE) and Very Low Extent (VLE). The instrument was validated by three experts in the Department of Business Education, Chukwuemeka OdumegwuOjukwu University, Igbariam Campus. Further the instrument was subject to a pilot test on 10 business educators in Enugu State. The application of the Cronbach Alpha reliability test on the returned data yielded coefficient value of 0.79 for internal consistency. The researcher administered the questionnaire by sending copies of the questionnaires to the e-mails and Whatsapp messages of the business educators. In cases where it was difficult administering the instrument electronically. An appointment was made and the instrument was administered on the spot and retrieved. Out of the 109 copies of questionnaire administered, 84 copies were returned in good condition and were used for the collection of data for the study. The mean value was used to answer the research questions while the standard deviation was used to ascertain the homogeneity or otherwise of the respondents' ratings. In analyzing the mean value, the decision rule will be based on the real limit of numbers as shown below:

Response option	Values	Real Limit
Very High Extent	4	3.50-4.00
High Extent	3	2.50-3.49
Low Extent	2	1.50-2.49
Very Low Extent	1	1.00-1.49

For the hypotheses, t-test was used to test all the null hypotheses at 0.05 level of significance. Where the calculated t value is less than the critical value of t, it means that the variable does not significantly affect respondents' mean ratings and the hypothesis was accepted. Conversely, where the calculated t value is equal to or greater than the critical t value, it means that the variable has a significant effect on the respondents' mean ratings and the hypothesis was rejected.

Result

Research Question

To what extent will the use of e-learning applications mitigate the impact of covid-19 on the business education programme in Anambra State?

Table 1: Respondents Mean Ratings on the Extent the Use of E-learning applications will mitigate the Impact of Covid-19 on the Business Education programme

S/N	Items	X̄	SD	Remarks
1.	E-learning promotes flexibility in teaching and learning of business education courses	3.12	0.76	High Extent
2.	E-learning is student-centered, thus focuses on achievement of students needs.	3.20	0.79	High Extent
3.	E-learning facilitates active engagement of students	3.25	0.75	High Extent
4.	E-learning ensures that Learning objectives are achieved regardless of actual online contact time spent in teaching- learning	2.87	0.69	High Extent
5.	E-learning allows students to ask their doubts using social or personal messaging apps that	3.01	0.70	High Extent



	get addressed without disclosing their identity during the online class.			
6.	E-Learning facilitates lecturers use of features such as random questioning, use of chat box, opinion polls to keep the learner engaged during live streamed online session	2.64	0.68	High Extent
7.	E-learning facilitates lecturers application of demonstration skill using videos like youtube, instagram among others	2.78	0.73	High Extent
8.	E-learning enables the shift from monotonous didactic lectures to interactive online lectures using video conferencing tools like Google meet, Microsoft Teams and Zoom	3.12	0.76	High Extent
9.	E-learning facilitates ease of learning without the pressure of the classroom	3.33	0.84	High Extent
10.	E-learning promotes more hands-on learning experiences using e-platforms like create and learn	3.40	0.81	High Extent
11.	Through the use of e-learning platforms, students can study independently	3.11	0.76	High Extent
12.	E-learning allows students to work at their own pace	2.82	0.70	High Extent
13.	E-learning saves students the cost of travelling	3.19	0.77	High Extent
14.	E-learning promotes ease of monitoring and documentation of teaching activities	2.95	0.75	High Extent
15.	E-learning gives lecturers the ability to adapt to the wide learning styles	2.64	0.71	High Extent
Cluster Mean		3.02		High Extent

Data in Table 1 reveal that the respondents rated all the items (1-15) with mean ratings ranging from 2.64 to 3.40 and standard deviations ranging between 0.68 to 0.84 on the extent the use of e-learning applications will mitigate the impact of covid-19 on the business education programme in Anambra State to a high extent. The cluster mean of 3.02 indicate that business educators opine that e-learning will mitigate the impact of covid-19 in business education to a high extent.

Hypothesis 1

There is no significant difference in mean ratings of male and female business educators on the extent the use of e-learning applications will mitigate the impact of covid-19 on the business education programme in Anambra State.

Table 2: Summary of t-test Analysis of Male and Female Business Educators on the Extent the use of E-learning Applications will Mitigate the Impact of Covid-19 on the Business Education Programme

Status	N	\bar{X}	SD	df	cal. t	t-crit.	Decision
Male Bus. Edu.	39	3.24	0.78	82	0.29	1.96	NS
Female Bus. Ed.	45	3.02	0.71				
Total	84						

Result in Table 2 show that male business educators (39 in number) had a mean rating of 3.24 and standard deviation of 0.78, while the female business educators (45 in number) had a mean rating of 3.02 and standard deviation of 0.71. These yielded a calculated t-value of 0.29 at 82 degrees of freedom. Since the calculated t-value of 0.29 is less than the critical t-value of



1.96, the null hypothesis is accepted. Hence, there is no significant difference in mean ratings of male and female business educators on the extent the use of e-learning applications will mitigate the impact of covid-19 on the business education programme in Anambra State.

Hypothesis 2

There is no significant difference in mean ratings of experienced and less experienced business educators on the extent the use of e-learning applications will mitigate the impact of covid-19 on the business education programme in Anambra State.

Table 3: Summary of t-test Analysis of Male and Female Business Educators on the Extent the use of E-learning Applications will Mitigate the Impact of Covid-19 on the Business Education Programme

Status	N	X	SD	df	cal. t	t-crit.	Decision
Experienced Bus. Edu.	53	3.01	0.72	82	0.53	1.96	NS
Less Experienced Bus. Ed.	31	3.32	0.76				
Total	84						

Result in Table 3 show that experienced business educators (53 in number) had a mean rating of 3.01 and standard deviation of 0.72, while the less experienced business educators (31 in number) had a mean rating of 3.32 and standard deviation of 0.76. These yielded a calculated t-value of 0.53 at 82 degrees of freedom. Since the calculated t-value of 0.53 is less than the critical t-value of 1.96, the null hypothesis is accepted. Hence, there is no significant difference in mean ratings of experienced and less experienced business educators on the extent the use of e-learning applications will mitigate the impact of covid-19 on the business education programme in Anambra State. —

Discussion of Findings

Finding on the research question revealed that business educators in tertiary institution in Anambra State opine that e-learning will mitigate the impact of covid-19 on the business education to a high extent. Business educators opine that e-learning promotes flexibility in teaching and learning of business education courses, ensures that Learning objectives are achieved regardless of actual online contact time spent in teaching- learning, focuses on achievement of student's needs, creates room for independent learning, promotes ease of monitoring and documentation of teaching activities and gives lecturers the ability to adapt to the wide learning styles among others. This is in agreement with Rajhans, Memon, Patil and Goyal (2020) who stated that the COVID-19 pandemic is proving to be a constructive disruptor, giving an opportunity for restructuring the present conventional classroom based educational system. Rajhans et al (2020) further stated that the rapid transition to online education has not only benefited students but also has created a momentum of continued education for students. In the same vein, Pingle (2011) found that students have benefitted from the use of e-learning because of the comfort it provides working with computers and other e-learning packages than the traditional face-to-face classroom. According to Adeoye, Adanikin and Adanikin (2020), the e-learning system will completely reduce the issues of insufficient classrooms for lectures as student can easily take the lectures online without any disruption at their convenience. In the same vein, Rajhans, et al (2020) stated that some of the facilitating factors of e-learning mentioned by respondents include the time flexibility, the comfort of work from home, and the ability to discharge their duties even in crisis situations adding to their satisfaction level. Rajhans et al (2020) further reported numerous advantages of e-learning environment like the ease of conduct, convenient technique even with limited resources at hand, cost-effective, ability to adapt to the wide learning styles and choices of iGeneration learners, the possibility of innovation and ease of monitoring and documentation of teaching activities. These factors according to Rajhans, et al (2020) kept the motivation of teachers high in adapting to e-education mode.



Further findings revealed that male and female business educators irrespective of their levels of experiences did not significantly differ in their mean rating of the extent the use of e-learning will mitigate the impact of Covid-19 on the business education programme in Anambra State. This means that the respondents irrespective of gender and years of experience were in agreement that the use of e-learning will mitigate the impact of Covid-19 on business education. This is in agreement with Rajhans, et al (2020) who reported that e-learning applications in education has been useful in surviving the threat of Covid-19 on education and online teaching, use of internet technology in education are set to become a new normal.

Conclusion

Based on the finding of the study, the researchers conclude that e-learning application can provide solution to the problems caused by the Covid-19 pandemic. Through the use of e-learning applications the disruption of the academic calendar of business education programmes in tertiary institutions resulting from Covid-19 outbreak can be averted. This is because e-learning supports distance learning and provides channels of communication and interaction between students and teachers. It is therefore imperative that measures are put in place that will promote the use of e-learning in business education programme.

Recommendations

Based on the findings of the study it was recommended that;

1. Government should be more committed in providing Information and Communication Technology application and tools for business education programme in tertiary institutions. This commitment should go beyond drafting and signing of documents but providing the facilities and services needed to enable e-learning.

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ENTREPRENEURIAL PRATICAL SKILLS REQUIRED OF BUSINESS EDUCATION GRADUATES FOR SELF- EMPLOYMENT IN BAYELSA STATE

DR AKELE EGBERI FRANCIS

Department of Business Education
School of Voc/Tech Education
Isaac Jasper Boro College of Education Sagbama
Bayelsa State.
frankele3@gmail.com
08061690401

Abstract

This study investigated entrepreneurial practice skills required of business education graduates for self-employment in Bayelsa State. The study adopted the survey research design and was guided by one research question and one null hypothesis. The population comprised 162 registered entrepreneurs in Bayelsa State. The instrument for data collection was a structured questionnaire with for response options. Mean and standard deviation were used to analyze data relating to the research question while t-test statistic was used to test the hypothesis. The results showed that entrepreneurial practical skills were required of business education graduates for self-employment in Bayelsa State. Consequently, the study recommended that government at various levels should improve on their budgetary allocation financially to business education and training in order to facilitate learning to produce self-reliant graduates for the world of work instead of jobseekers.

Keywords: Unemployment, Entrepreneurship Education, Entrepreneurial Skills, and Entrepreneurial Practical Skills.

Introduction

Most nations in the world are clamoring for industrialization, but no nation can successfully implement a policy on industrialization where the teeming youth of that country do not possess entrepreneurial practical skills. Nigeria, as a developing country is also in need of her youth to have entrepreneurial practical skills. It is only through the acquisition of practical skills that individuals can surmount the current socio-economic challenges of un-employment, poverty and hunger.

Un-employment is a macro economic problem that does no one any good. It is a social malady. Its debilitating effects on individuals in the society are unquantifiable. Chukwu (2009), saw un-employment as the involuntary idleness of a person willing to work at the prevailing rate of pay but unable to find it. It is a negative situation where people who are willing and capable of working are unable to find suitable paid employment. It is one of the macro- economic problems which every responsible government is expected to monitor and regulate. Un-employment threatens the lives of Nigerians especially the youths, causing dejection, frustration, poverty and dependency on family members who have their own problems to take care of.

Unemployment in Nigeria has become endemic and requires a combination therapy. The therapy is the fusion of business and entrepreneurship education to fight Un-employment headlong. According to Sani (2011), business and entrepreneurship education render entrepreneurial knowledge and skills that cover a wide range of economic activities in any society as well as desirable business competencies necessary for self-reliance. This fusion is much relevant as it provides students with skills and knowledge to successfully launch and operate their own business ventures, provides them with the opportunity to develop practical skills and perspectives that are critical to



entrepreneurial success.

Osuala in Oduma (2012), saw entrepreneurship education and business education programme as part of the education programme that prepares individuals to undertake the information and/or operation of small business enterprises. It is a programme of instruction that enables the beneficiaries to be properly equipped to establish and operate profit-oriented business ventures. Entrepreneurship education has the potential to equip business education students with the relevant entrepreneurial spirit and skills for economic empowerment and employment generation (Nwokike, 2016). Business education has the capacity to make the recipients self-reliant if they are exposed to relevant entrepreneurial skills. Onyesom and Umoeshiet (2013) described business education as that aspect of educational training which an individual receives with the primary motive of enabling the individual to acquire adequate attitudes, concepts, knowledge, understanding and skills in business activities for vocational usage.

Entrepreneurial skills are the ability of an individual to exploit an idea and create an enterprise not only for personal gain but also for social and developmental gain (Olagunje, 2014). Entrepreneurial skills are also transferable core skill groups that represent essential functional and enabling knowledge, skills, attitudes, and commercial understanding required by the 21st century workplace necessary for career success at all levels of employment and for all levels of education. This exposes the relevance of entrepreneurial skills both as an end in itself and as a means to an end, hence its capacity to enhance one's potentials for learning. Entrepreneurial skills can be defined as the ability to create something new with value by devoting the necessary time and effort, assuming the accompanying financial, psychic and social risks, and receiving the resulting rewards, personal satisfaction and independence (Hisrich, Richard, Peters, and Michael, 2002).

Formal descriptions and/or definitions characterize entrepreneurial skills as the ability to have self-belief, boldness, tenacity, passion, empathy, readiness to take expert advice, desire for immediate result, visionary and ability to recognize opportunity (salgadobanda, 2005). Kilby (2007), Stated that the array of possible entrepreneurial skills encompasses the perception of economic opportunity, technical and organizational innovations, gaining commands over scarce resources, taking responsibilities for internal management and for external advancement of the firm in all aspects. Entrepreneurial skill is the ability of an individual to exploit an idea and create an enterprise for the sustenance of one's self and the society ingeneral.

Udo-Aka (2010) suggested that entrepreneurial skills training helps the youth to develop the skills associated with entrepreneurship, such as the ability to take initiative, creatively seek out and identify business opportunities, develop budgets and forecast resource needs, understand various options for acquiring capital and the trade-offs associated with each option, and communicate effectively and market oneself and one's idea. Entrepreneurial skill training is a deliberate attempt to provide trainees with relevant knowledge, appropriate skills, competencies and right attitude to effectively run or manage a business outfit. Entrepreneurial skill training programmes provide the basics of starting and operating small businesses. Entrepreneurial practical skills give an individual the ability to process needed knowledge to produce goods and/ or services. Practical skills enable entrepreneurs to exhibit manipulative, processing and computerizing operations in business related activities towards success in an organization. Practical skills are related to knowledge and proficiency in activities involving process, methods and procedures as well as the ability to use tools and specific techniques efficiently (Osannwoyin and Igbinosa, 2005). Practical skills enable entrepreneurs to run the day to day activities of a business (Anyakoha, 2009). Entrepreneurs that have entrepreneurial practical skills are good in planning and organizing, good in decision making, having comprehensive knowledge on several areas when starting or running a business like in the areas of business knowledge, entrepreneurial knowledge, opportunity-specific



knowledge, venture-specific knowledge and more. It is expected that entrepreneurs need to acquire practical or technical skills so that, they can effectively accomplish specific tasks in an organization. The possession or acquisition of these entrepreneur practical skills enables entrepreneurs to identify and exploit opportunities for the survival and success of business ventures. The possession of these entrepreneur skills by business education graduates will not only help them to gain employment but also help them to progress within an enterprise as entrepreneurs so as to achieve one's potentials and contribute successfully to enterprise strategic directions.

An individual becomes self-employed through proper engagement of these acquired entrepreneurial practical skills in business ventures. Self-employment is the seizing of available opportunities to generate or get involved in activities that could be realized for development and profit making. Onoh (2013) observed that self-employment can mean the promotion of free enterprise and self-sufficiency by creating and spreading wealth to the grass root level as a contribution to economic growth, employment generation and social progress. For self-employed person to be successful such a person must possess the requisite skills and these skills can be gotten through entrepreneurship education. These employability skills are not specific to one particular career path but are useful across all employment sectors. Employability or soft skills are the blocks of your career. Self-employability is a concept that describes individuals who have the necessary soft skills that enable them to be successful in business related activities through positive engagement. These employability skills are classically essential credentials for many job positions and hence have become necessary for an individual's employment success at just about any level within a business environment (Jon & Anna, 2015). Self-employment can thrive well in good environment.

Developing economies are prone to weak institutions, fragile business environment, social problems such as poverty and un-employment. Faced with these complex problems in their weak environment, business activities spring to escape the poverty trap and maximize opportunities in different locations (Deng, Hofman & Nywman, 2013). Location offers mixed advantages to enterprises and resources availability enhances growth and survival advantage depending on the size and type of business. Location of specific resources could serve as a pull or push factor for business in developing economies (Sorasalmi & Tuovinen, 2016). Business in urban locations enjoys location-specific factors such as infrastructural amenities, value chains and labour supply with different skills sets. Conversely, in rural locations there are unique resource advantages that are missing in urban location such as lower cost of living and doing business, strong cultural and institutional frameworks. Thus, SME serve as conduits in the value chain for businesses. Therefore, enterprises in their locations do enhance their chances of survival.

Statement of the Problems

Unemployment in Nigeria has become endemic. Her strive to becoming an industrialized nation is a mirage due to her teaming youths without entrepreneurial practical skills. It is only through entrepreneurial skills training that individuals will acquire practical skills that can be used to surmount the current socio-economic challenges of unemployment, poverty and hunger. According to Moses (2015) a survey carried out by the national universities commission (NUC) showed that Nigerian university graduates lacked basic job competencies as well as oral communication and managerial skills. The Association of Graduates Recruiters (2007) in the UK identified that there was a skill gap in the graduates leaving universities. Plastrik, Seitzer and Taylor (2008), observed that, if nothing is done to improve the educational performance, the gap between the skill needs of industries and SMEs and the skills received by graduates will continue to grow. However, there seems to be no clear evidence of entrepreneurial practical skills required of business education graduates to be self-reliant. This study was therefore designed to



empirically ascertain the entrepreneurial practical skills required of business education graduates for self-employment in Bayelsa State.

Research Question

The following research question guided the study:

1. What entrepreneurial practical skills are required of business education graduates for self-employment in Bayelsa State?

Research Hypothesis

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

1. There is no significant difference in the mean responses of urban and rural SMEs operators regarding entrepreneurial practical skills required of business education graduates for self-employment in Bayelsa State.

Method

The study adopted a survey research design. The population comprised 162 registered (SMEs) operators in Bayelsa State. The entire population was studied because of its manageable size. The instrument for data collection was a validated questionnaire structured on a four-point rating scale of Highly Required (HR), Required (R), Lowly Required (LR) and Not Required (NR). The reliability of the instrument was through a pilot test and data collected analyzed using Cronbach alpha which gave internal consistency of 0.78 was achieved. Out of the 162 copies of the questionnaire administered to the respondents by the researcher and two research assistants, a total of 155 copies (representing 95.7%) were correctly filled and used for the data analysis. Data obtained were analyzed using mean 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 required still while any item with mean less than 2.50 was not required still. 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 entrepreneurial practical skills are required of business education graduates for self-employment in Bayelsa State?

Table 1: Mean Ratings of Responses of Respondents on Entrepreneurial Practical Skills Required of Business Education Graduates for Self-employment in Bayelsa State.

S/N	Items	X	SD	Remarks
1	Ability to have calculating skills	3.40	0.52	Required
2	Ability to make business activities for easy operations	3.78	0.60	Required
3	Ability to have computer operating skills	3.68	0.47	Required
4	Ability to organize job for better performance	3.38	0.51	Required
5	Ability to have data processing skilled	3.72	0.52	Required
6	Having proficiency in business related activities	3.38	0.48	Required
7	Ability to use tools for production purpose	3.81	0.51	Required
8	Ability to apply specific business techniques efficiency	3.56	0.50	Required
9	Ability to run the day to day activities of the business	3.27	0.71	Required
10	Ability to follow job specification for good performance	3.79	0.51	Required
11	Ability to articulate economic activities for profit making	3.74	0.64	Required
	Grand Mean	3.59	0.54	Required

Note: X = Mean, NR = Not Required, R = Required.



Data in Table 1 show that all the eleven items achieved the real limit number of 2.50 and above. This indicates that the respondents agreed that entrepreneurial practical skills are highly required of business education graduates for self-employment in Bayelsa State as perceived by the SMEs Operators.

The standard deviation of the eleven items range between 0.47 to 0.71. 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 responses of urban and rural SMEs operators regarding entrepreneurial practical skills required of business education graduates for self-employment in Bayelsa State.

Table 2. *t-test Summary on the mean ratings of urban and rural SMEs Operators regarding entrepreneurial practical skills required of business education graduates for self-employment in Bayelsa State.*

S/N		N	X	SD	T-cal	T-crit	Level of Sig	Remark
1.	Urban	11	3.6	0.5	0.39	1.96	0.05	Not rejected
		7	3	2				
2.	Rural	38	3.54	0.55				

Data in Table 2 reveal that at 0.05 level of significance, the t-calculated of 0.39 is less than t-critical value of 1.96. The hypothesis therefore, is not rejected. This implies that, there is no significant difference in the mean responses of urban and rural SMEs operators regarding perceived entrepreneurial practical skills required of business education graduates for self-employment in Bayelsa State.

Discussion of Findings

The findings of this study in respect to the research question identified entrepreneurial practical skills are required of business education graduates in Bayelsa State. They include ability to have calculative skills, make business activities for easy operations, have computer operating skills, organize jobs for better performance, have data processing skills, having proficiency in business related activities, use tools for production purpose and apply specific business techniques efficiency among others. The findings of this study agreed with that of Malachy, Yini and Ibrahim (2015) who found that managerial skills have significant impact on Small Scale business performance. In another study, Ottah (2017) found that the small and medium businesses would continue to be profit oriented so long as their operations possess practical marketing and communication skills.

The findings on the hypothesis tested showed that there is no significant difference in the mean responses of urban and rural SMEs operators regarding entrepreneurial practical skills required of business education graduates for self-employment in Bayelsa State. The findings of this study is in consonance with that of Smart (2016) who equally found no significant difference in the mean ratings of rural and urban entrepreneurial activities required of South Africa.

Conclusion

In conclusion, it is very clear that the effectiveness and success of self-employment in small and medium scale enterprises is highly depended on the acquisition and possession of entrepreneurial practical skills through proper engagement of an individual. Entrepreneurial practical skills enable individuals in exhibiting manipulative, processing and computerizing operations in business related activities towards success in an organization operation in business related activities success in an organization.

These skills enable the entrepreneur to run the day to day activities of a business with ease. From the findings of this study, it's concluded that; the acquisition and possession of essential entrepreneurial practical skills by business education graduate will enhance their quality and employability for self and paid jobs in Nigeria labourmarket.



Recommendations

On the basis of the findings and conclusion from the study, the following recommendations were made:

1. Business education students and graduates should develop appropriate vocational mindset and attitude towards dignity of labour and put into the use of knowledge and skills already acquired in business education to set up their own business.
2. Government at all levels should provide means of assisting skill acquisition training centre's financially in form of grant or soft loans. This will go a long way in replacing obsolete and depreciated equipment and facilities.

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EFFECT OF MENTORING APPROACH ON SKILL ACQUISITION AMONG BUSINESS EDUCATION STUDENTS IN TERTIARY INSTITUTIONS IN CROSS RIVER STATE

¹**Olom, Patricia Akwaya (Sr)**

Email: patriciaolom@yahoo.com

Phone No: 08093080100

²**DR. (Mrs) Okute, Lawrence Agnes Ph.D**

Email: agnesokute@gmail.com

Phone No: 07083158483

²Department of Vocation Education

University of Calabar, Nigeria

Abstract

The study investigated the effect of mentoring approach on skills acquisition among business education students in tertiary institutions in Cross River State. Quasi-experimental research design was used in the study. The population of the study consisted of 534 third year Business Education students drawn from two colleges of education and two universities in Cross River State. The sample size of the study comprised 200 students in two colleges of education and two universities offering business education programme. The respondents were assigned into two groups made up of a college of education and a university in each. One of the groups was assigned treatment group and it comprised 100 male and female students. The order group (control group) also comprised 100 male and female students. The Ability Test in business education was used as the instrument for data collection. The instrument was tested for reliability using Cronbach Alpha and it produced an alpha of 0.79. The experiment followed a pre-test and post-test procedures. At the beginning, a pre-test was administered to all the respondents in both groups. After four weeks of mentoring of the experimental group and conventional teaching of the control group on the same topics in business education, a post-test was later administered. The scores obtained from the two administrations were used for data analysis. The research questions were answered using mean and standard deviation while, ANCOVO was used to test the hypotheses. The results suggested that mentoring is a more effective approach to skill acquisition in business education than the conventional teaching approach, and there is no significant difference in the mean skills acquisition score of male and female Business Education students in tertiary institutions in Cross River State. It was recommended that mentoring should be fully embrace in business education as an approach of teaching and learning.

Introduction

Business Education is an academic programme which enables individuals, organisations as well as the society to gain knowledge, experiences, skills and attitude in business in order to take advantage of economic conditions, become rational entity in market environment or become educators in the field of business. In the opinion of Rotua (2017) Business Education is the foundation upon which students build an awareness of business and an understanding of business concept. Business Education creates this awareness in two interrelated areas: firstly by providing education for business and secondly education about business. In the assertion of Okoye in Rotua (2017), education for business provides professional training in method of business making; techniques in business making; tactics to attract clients and make profit; scheming ideas for profitable venture; and to develop appropriate attitude and behaviour of a good businessman. On the other hand, Okoye in Rotua (2017) stated that education about business prepares individuals to know: how and when to buy goods for profitable outcome (in-season and out- season); where to obtain goods for better sales; where to situate business for continued existence; where to make best sales for (increased turnover rate); where to make sales for increase profit; tricks in season forecast for good business making and self-conviction indicator about risk making.

More so, Njoku in Ajisafe, Bolarinwa and Edeh (2015) viewed Business Education as that facet of educational training that helps the individual to acquire relevant skills needed for living. This



view of Business Education is important as it focuses on skills. Aliyu in Ezeani (2012) went this direction to posit that Business Education is an educational programme which involves acquisition of skills, knowledge and competences which makes the recipient or beneficiary proficient. Additionally, Ezeani (2012) opined that Business Education as a discipline is expected to expose its recipients to diversity curricula, hence, it is that type of education that inculcate in its recipients attitudes, knowledge, skills, values required in the business world.

Business education as a field of study is designed to provide knowledge, experiences and skills at different levels: from the secondary school, college of education to the university (at graduate and postgraduate degree levels). However the focus of this study is the tertiary institutions, basically colleges of education and the universities where skills in Business Education are inculcated.

Skill in this study is seen as ability to do something optimally, and it is usually gained through training or experience. In the view of Speelman in Ekong and Ekong (2016), skills are often acquired after a training session or after a practical. Skills, especially in Business Education are inculcated by seeing and doing until mastery of the skills is attained. Skills exist along a continuum of complexity from reproductive to productive. Reproductive skills are those which are focused on applying standard procedures, or automated processes, such as multiplying numbers or typing; productive skills on the other hand involve the application of principles and strategies, such as creative writing or bringing out new ideas.

Skills acquisition on the other hand is the ability to learn or acquire skills. According to Bush (2020), skill acquisition is the ability to be trained on a particular function or task till you become an expert in the skill. In addition, learning a wide range of skills shows a remarkable similarity in development from initial representation of knowledge through initial changes in behaviour to eventual fluent, spontaneous, largely effortless, and highly skilled behaviour and this set of phenomena can be accounted for by a set of basic principles common to acquisition of skills (Dekeyser in Taie, 2014). That is to say, in skill acquisition, people progress in learning variety of skills from initial learning to advanced proficiency.

Skill is like a key used in opening door of opportunity and the inculcating of the right skills is very essential for the success of business education students. This is because skills acquired enhance self-employment, diverse job opportunities, employment generation, effective function of the labour force, and when people practice their skills in a productive way, they earn a living and there will be crime reduction in the society.

Skills in Business Education include accounting, marketing, computation, creativity, innovation, problem-solving, communication, information gathering, maintaining good customers' relations etc. In the assertion of Monllau-Jaques, Rodríguez-Ávila and Miralles de Imperial (2014) the most valued skills are the learning ability, the ability to manage work, sense of responsibility, motivation to work, be on time, the relationship with the working environment and the ability to team work. These skills could be acquired through vocational and white-collar job training. While vocational skill is the ability to be trained on a particular function or task till you become an expert on the skill, white-collar skill is a type of skill acquisition and empowerment program that allows educated people get the skills that would help them become experts in certain fields (bush, 2020). Equally, the OECD in European commission (2015:1) identified three main groups of skills to include:

1. **Technical** – communication, environment monitoring, problem solving, technology implementation and use, interpersonal, organizational skills.
2. **Business management** – planning and goal setting, decision making, human resources management, marketing, finance, accounting, customer relations, quality control, negotiation, business launch, growth management, compliance with regulations skills.
3. **Personal entrepreneurial** – self-control and discipline, risk management, innovation, persistence, leadership, change management, network building, and strategic thinking.

Skills can be improved using various approaches among which is mentoring. As Ayodeji (2015) noted, mentoring is rapidly becoming worldwide as a highly effective human resource development process. Murray and Owen in Chan (n.d) considered mentoring as a deliberate pairing of a more skilled or experienced person with a lesser skilled or experienced one, with the agreed-



upon goal of having the less experienced person grow and develop specific competencies. Mentoring could also be seen as the help and support an inexperienced person received from a more experienced person to succeed in given field. Although the definition of mentoring has been refined over the years, a core feature that defines mentoring relationships and distinguishes it from other types of personal relationships is that mentoring is a developmental relationship that is embedded within the career context (Ragins and Kram, 2007). More so, a mentor basically has two primary functions for the mentee: the career related function which establishes the mentor as a coach who provides advice to enhance the mentee's professional performance and development, and the psychosocial function that establishes the mentor as a role model and support system for the mentee (The American Psychological Association, 2006).

Learning from a mentor could be a brilliant strategy for improving skills of students especially in Business Education. This is because mentor takes the responsibility to train and support young people to become skilful just like the mentor himself. The mentor goes extra length to help the students avoid initial mistakes that has been made and corrected by the mentor. Mentors as described by Cranwell-Ward, Bossons, and Gover in Leea, et al (2016) employ various approaches and techniques to enable learning to take place: among them are coaching, guiding, counseling, supporting and the use of reflective dialogue on experiences (Zachary, in Leea, et al (2016). In an era where skill is emphasized, Adie (2019) stressed that students need to be emotionally and socially supported and guided by a more experienced person who may not necessarily be a family member but one with an outstanding quality and strong passion to develop others; this person is best described as a mentor.

Mentoring therefore, provides the platform for students to be guided and supported through the processes of skills acquisition, development and utilization. The benefits of mentoring according to St-Jean and Audet (2009) include an increase in management knowledge and skills, improved vision for their business venture and identifying new opportunities. Also, Ayodeji (2015) posited that mentorship and business development offers a wide range of benefits such as welfare, satisfaction, development, progress, feeling rejuvenated in career development, learning how to use new technologies, becoming aware of business issues, methods, strategies or perspectives that are vital to business.

Furthermore, study have shown that people who have been mentored often do better in their endeavour. For instance, Karcheret al; and Rhodes et al in Chan, Rhodes, Howard, Lowe, Schwarz and Herrera (2013) declared that relational improvements that stem from involvement in mentoring programmes in turn have been linked to improvement in self-worth, perceived scholastic competence, and academic achievement. Similarly, the study of Leea, Krauss, Suandi and Hamza (2016) suggested that overall, mentoring (in the form of facilitation and coaching) contributed the most to new learning. In the same vein, Hezlett in Leea, et al (2016) pointed out that the mentoring relationship enables an increase in cognitive, affective and skill-based learning outcomes.

When relating skills and a statistically significant gender difference, Canary and Dindia in Rhodes et al (2008) believed that males and females tend to respond differently to helping relationships, with women placing relatively greater value on interpersonal support and intimacy than men. Monllau-Jaques, Rodríguez-Ávila and Miralles de Imperial (2014) in their findings suggested that mentored women considered, to a greater degree than men, that they have acquired and needed the ability to work in a team. However, in a more recent study conducted by Adie (2019) mentoring as an instructional approach appears not to have a differential effect on male and female students' mean achievement in Financial Accounting. The interest of this study therefore, is to investigate what effect mentoring has on skill acquisition among Business Education students in tertiary institutions in Cross River State.

Statement of the problem

Basically, instructions are delivered with the objective of causing a change in the behaviour of the students as a result of the gains in the acquisition of knowledge, experiences, skills and attitudes. However, institutions of higher learning often focus on the traditional learning approach which focus more on knowledge, neglecting the inculcation of necessary skills needed in workplace. The result of this is unemployment among school leavers especially graduates. It has always been attributed to this fact that most graduates were ill-equipped with sufficient skill for a particular job and as such are unemployed.

It is important therefore, to address this issue of unemployment among graduates by embracing a much better approach like mentoring to facilitate skill acquisition in Business Education.



Unfortunately, despite the number of studies on mentoring in the context of youth development programmes, mentoring relationship processes is not well understood, thus, the need for this study.

Research questions

The following research questions were formulated to guide the study:

1. What is the effect of mentoring approach on the mean skills acquisition score of Business Education students in tertiary institutions in Cross River State?
2. What is the effect of mentoring approach on the mean skills acquisition score of male and female Business Education students in tertiary institutions in Cross River State based on gender?

Research hypotheses

The study was guided by the following research hypotheses:

1. There is no significant difference in the mean skills acquisition score of Business Education students in tertiary institutions in Cross River State using mentoring approach and the conventional teaching approaches.
2. There is no significant difference in the mean skills acquisition score of male and female Business Education students in tertiary institutions in Cross River State.

Methods

The quasi-experimental research design was used in the study. The population of the study consisted of 534 third year Business Education students drawn from two colleges of education and two universities in Cross River State. The sample size of the study comprised 200 students (50 in each of the 4 institutions) selected using a simple random sampling technique to have equal representation. The respondents were assigned into two groups which was made up of a college of education and a university in each. One of the groups was assigned the treatment group and it comprised 100 male and female students. The other group was the control group which also comprised 100 male and female students.

Ability Test in Business Education was used as the instrument for data collection. The instrument was administered as a pilot test to similar groups of Business Education students outside the area of study. Data collected was tested for reliability using Cronbach Alpha and it produced an alpha of 0.79. The experiment followed a pre-test and post-test procedures. At the beginning, a pre-test was administered to all the respondents in both groups. After four weeks of mentoring of the experimental group and conventional teaching of the control group on the same topics in Business Education, a post-test was later administered. The scores obtained from the two administrations were used for data analysis. The research questions were answered using mean and standard deviation while, ANCOVO was used to test the hypotheses. For any of the hypotheses to be accepted the p-value was greater than 0.05 level of significance otherwise rejected.

Results

Research questions

Research question 1

What is the effect of mentoring approach on the mean skills acquisition score of Business Education students in tertiary institutions in Cross River State?

Table 1: descriptive analysis involving mentoring and conventional approaches

METHOD	X̄	SD	N
Mentoring (Treatment) Method	70.09	11.75	100
Conventional (Control) Method	52.04	6.59	100

Table 1 revealed that the mean of the treatment group (mentoring) 70.09 was greater than that of the conventional method (control) 52.04. This suggested that mentoring is a superior approach compared to the conventional approach in enhancing skills acquisition in Business Education.



Research question 2

What is the effect of mentoring approach on the mean skills acquisition score of male and female Business Education students in tertiary institutions in Cross River State based on gender?

Table 2: Mean Scores of Male and Female Students in the experimental group (mentoring)

GROUP	X	SD	N
Male	79.26	13.26	50
Female	78.75	12.59	50

The result of the effect of mentoring approach on gender presented in table 2 show that the mean score of male (79.26) was very much closer to that of female (78.75) in this case, there is no pronounced effect.

Research hypotheses

Research hypothesis 1

There is no significant difference in the mean skills acquisition score of Business Education students in tertiary institutions in Cross River State using mentoring approach and the conventional teaching approaches.

Table 3: ANCOVA Summary Results for Students' Ability Test in Business Education Scores by Method

Source of Variation	Sum of Squares	Mean Squares	Sig DF	F	of F
Covariates	681.846	681.846	1	7.403	.006
PRE ABILITY	681.846	681.846	1	7.403	.006
Main Effects	11487.186	5743.593	2	63.285	.000
METHODS	11120.226	11120.226	1	122.527	.000
Explained	12,233.236	3058.309	4	33.698	.000
Residual	7697.718	90.758	195		
Total	30,030.965	150.909	199		

In Table 3, the P-value of **0.000** was found lesser than the significant value of **0.05**. Based on the decision rule to accepted the null hypothesis if the p-value is greater than 0.05 level of significant or, otherwise rejected, the null hypothesis 1 was rejected and concluded that there is significant difference in the mean skills acquisition score of Business Education students in tertiary institutions in Cross River State between mentoring approach and the conventional approaches. This suggest that mentoring is a more effective approach to skill acquisition in Business Education.

Research hypothesis 2

There is no significant difference in the mean skills acquisition score of male and female Business Education students in tertiary institutions in Cross River State.

Table 4: ANCOVA result for students' gender analysis.

Source of Variation	Sum of Squares	DF	Mean Square	F	Sig of F
Covariates	692.479	1	692.479	5.209	.027
PREABILITY	692.479	1	692.479	5.209	.027
Main Effects	248.577	1	248.577	1.861	.179
GENDER	248.577	1	248.577	1.861	.179
Explained	939.046	2	469.523	3.515	.034
Residual	12956.744	97	133.575		
Total	13901.778	99	140.422		



The result of the analysis of hypothesis 2 presented in Table 4 show that the p-value (0.179) was greater than the significant value of 0.05. Based on the stated decision rule, the null hypothesis 2 was retained and this implied that there is no significant difference in the mean skills acquisition score of male and female Business Education students in tertiary institutions in Cross River State.

Discussion

The discussion was based on the results obtained in this study which are presented in Table 1, 2, 3, and 4 respectively. In research question 1 presented in Table 1, the result suggested that mentoring is a superior approach compared to the conventional approach in enhancing skills acquisition in Business Education. Similarly, result presented in Table 3 revealed that mentoring is a more effective approach to skill acquisition in Business Education. These findings favour mentoring probably because of the purposeful support and help mentors give to mentees to enable them succeed in what they do. The findings aligned with Ayodeji (2015) that mentoring enables experienced, highly competent staff to pass their expertise on to others who need to acquire specified skills. The findings are equally supported by Bloom, Engelhart, Frust, Hill, and Krathwohl in Leea, et al (2016) that mentoring as a learning approach contribute to the acquisition of knowledge, attitude and skill.

The result of research question 2 presented in Table 2 show no pronounced effect of mentoring approach on gender as the two means were very much closer. Furthermore, the hypothesis 2 result in Table 4 suggested that there is no significant difference in the mean skills acquisition score of male and female Business Education students in tertiary institutions in Cross River State. The findings implies that mentoring approach of skills acquisition in Business Education is effective and gender friendly. This may stem from the utilization of informal strategies which mentoring relationship provide to overcome fears and mistrust between mentor and mentees. The findings agreed with Jones (2017) that mentoring is the right intervention to help create a more gender-reflective, more equal workforce, in the Police. Also, in the study of Hina, Chaudhary, Nudrat and Arshad (2017), there was no difference found in the provision of mentoring services on the basis of gender, experience and academic and professional qualification.

Conclusion

Study on skills acquisition is important because skills are the cornerstone of the learning process and integration into the world of work. That is to say skills plays a crucial role in graduates' self-empowerment and employment in the labour market. For this reason, it was important to investigate the effect of mentoring approach on skills acquisition in Business Education. Findings of the study suggest that mentoring approach is more effective than the conventional approach in skills acquisition and it is more gender friendly approach to utilize.

Recommendations

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

1. Mentoring should be fully embrace in Business Education as an approach of teaching and learning.
2. Workshops and seminars should be used to train Business Educators on mentoring.
3. Experts in the various areas of Business Education and in world of work should be brought into school to help mentor the students to acquire relevant skills.

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QUALITY ASSURANCE AND BUSINESS STUDIES SUBJECT IN SECONDARY SCHOOLS IN ILORIN SOUTH LGA OF KWARA STATE

¹Aluko Kudirat Atinuke

*Kwara State College of
Education, Ilorin.*

hableem2015@gmail.com

08033698647, 08094659351

²Oba Rasak Bolanta

Kwara State College of Education, Oro.

igbobi65@yahoo.com

Abstract

This paper empirically investigated application of quality assurance in business studies subject in secondary schools in Ilorin South Local Government Area of Kwara State. In carrying out investigation on this work, two research questions and two hypotheses were phrased to guide the study that covers selected public secondary schools in Ilorin South LGA, Kwara State. A 12-item questionnaire was constructed, validated and administered on a purposive random sample of 100 subject. The instrument was administered over a period of one week because of dispersed nature of schools sampled with the help of field assistants. The data collected were analyzed with the help of mean and standard deviation for research questions and t-test statistic for the hypotheses at 0.05 level of significance. Surprisingly, the two hypotheses were accepted in favour of their alternatives. Based on the findings, it was recommended among others that: (1) Business studies should be well funded to promote quantitative education to the recipients and (2) Business studies teachers should always be mandated to attend training and development programmes organized by the schools, ABEN and other related organizations with financial supports from school management.

Keywords: *Quality Assurance, Business Studies, Training.*

Introduction

Business studies is one of the subjects taught in junior secondary education. It teaches the arts and science of business to the recipients. At tertiary education, it is called Business Education, which refers to an important part of the general education, which emphasizes on skills and competencies acquisition for use in offices, and business related occupations (Okolo, 2010). It is concerned with the impartation of business orientation and knowledge for personal and national development. Business education involves teaching students the fundamentals, concepts, theories and processes of business (Onyesom & Ashibogwu, 2013). Furthermore, Jimoh-Kadiri and Bupo (2012) described business education as the transfer of pedagogical and business competencies necessary for teaching business attitudes, concepts, skills and knowledge. Business education is therefore that aspect of educational training, which an individual receives with the primary motive of enabling him to acquire adequate attitudes, concepts, knowledge, understanding and skills in business activities for vocational usage in careers as an administrator, manager, or teacher wherever he may find himself in the business world.

According to Okoye and Ashibogwu (2018), the objectives of business education includes to: develop a mature understanding of the general nature of business, provide the needed background for teaching in business subjects, provide training in specialized phases of business activity and to lay a cultural and ethical foundation for the development of the fore-going objectives. This informed the position of Agboola (2015)



who perceived business education as consisting of the total activity that is planned, organized and developed in form of preparation of youths for responsible economic participation in the community. It is a vocational aspect of vocational and technical education that is taught to students at secondary level of education as Business Studies and as Business education at tertiary level of education. Business studies deals with delivery of qualitative knowledge of business so that beneficiaries can be useful to his/her remote and immediate society.

From the foregoing, it is justifiable to say that; quality programme is the only means by which national objectives on education can be achieved. Government adopted education as an instrument par excellence for national building and development (FGN, 2013) but if this is to be achieved, qualitative education must be delivered in all educational programmes (business studies is inclusive). For the objectives of business education and other inherent benefits of education to be realized, there is need therefore, to ensure quality and sustainable standards in the Programme. With respect to qualitative business studies education, quality as seen by Oladipo, Adeosun and Oni (2009) in Okoye et al (2018) is the ability or degree to which an educational system conforms to established standard and appropriateness. Therefore, quality in education means the relevance and appropriateness of the education programme to the needs of the community for which it is provided.

Ensuring quality of education delivery in Nigeria is a fundamental and contemporary challenge in the education subsector. Quality assurance is designed to prove and improve the quality of an institution's methods and educational processes and products (Onyesom et al, 2013). Abdullahi, Tijani and Mafara (2020) defined quality assurance as a set of activities deliberately set up to ensure that an entity meets all the quality needed by adopting a standard act of process and techniques like adequate funding, training and quality control. According to Igborgbor (2012), quality assurance connotes all the measures taken to ensure that the educational system is better able to meet the needs of each society. In another view, quality assurance means all the procedures, processes and systems that support and develop the education and other activities of the higher education. Quality assurance and auditing are one way to support education to improve its quality of delivery (Kontio, 2012).

The need for quality assurance in Nigerian business education for effective teaching and learning cannot be overemphasized. However, Adegbasan (2011) enumerated the followings as the major needs for quality assurance in Nigeria education system:

1. To serve as indispensable component of quality control strategy in education
2. To ensure and maintain higher standard of education at all levels
3. To assist in monitoring and supervision of education
4. To determine the quality of the teachers' input
5. To determine the number of classrooms needed based on the average class size to ensure quality control of education
6. To determine the level of adequacy of the facilities available for quality control
7. To ensure how the financial resources available could be prudently and judiciously utilized

In relation to the above, Ehindero (2004) postulates the followings as the basic indices for quality assurance in education:

1. Learners' entry behavior, characteristics and attitudes including some demographic factors that can inhibit or facilitate their learning
2. The teachers' entry qualifications, values, pedagogic skills and professional preparedness
3. The teaching/learning processes including the structure of the curriculum and



- learning environment
4. The flow of operational funds including its adequacy and regularity. The interplay of these and other related factors will go a long way in determining the outcome of any educational program

Therefore, for education to really serve as a veritable vehicle for socio-economic growth and development as well as for the actualization of these lofty objectives of business education educational institutions and its systems must function optimally in relation to its set standard. Hence, this study intends to investigate application of quality assurance in business studies in secondary schools in Ilorin South Local Government Area of Kwara State.

Statement of the Problem

Business studies in secondary schools have always been looked down upon despite that parents are aware of the employment value in vocational education of which business studies is a subsidiary. They are still prepare to accept the superiority of socially prestigious professions like law, medicine, engineering, journalism, and others. They thereby encourage their wards to be serious with subjects that will make them become such like Literature-in-English, Basic Science, Basic Technology, Technical Drawing and their likes. In spite of this problem, the government is not helping the situation by not funding the programme adequately and nothing is done to the teachers who do not studied business education teaching the subject in secondary schools in Kwara State. It is on this note that, the current study intends to conduct research on the application of quality assurance in business studies in secondary schools in Ilorin South Local Government Area of Kwara State.

Research Hypotheses

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

HO₁: There is no significant difference in the mean response of male and female business studies teachers on the level of government funding of business studies in secondary schools in Ilorin South Local Government Area of Kwara State.

HO₂: There is no significant difference in the response of male and female business studies teachers on the quality of teachers teaching business studies in secondary schools in Ilorin South Local Government Area of Kwara State.

Methods

The study adopted a descriptive survey research design. The population of this study comprises all the 2,780 business studies teachers in Ilorin-south secondary schools in Kwara State. The researchers sampled ten secondary schools from which 100 respondents were sampled altogether through a purposive sampling technique. A researcher-structured questionnaire titled: Quality Assurance in Business Studies Questionnaire (QABS) was used for data collection. The instrument was divided into two parts (A & B). Part A was on personal data of respondents while Part B contained problem items of the study. Similarly, the instrument was structured on a modified 4 Likert Scale of Strongly Agree (SA) (4.0), Agree (A) (3.0), Strongly Disagree (SD) (2.0) and Disagree

To ensure the validity of the instrument for this study, the draft questionnaire was given to three experts in Business Education Department, Kwara State College of Education, Ilorin and to determine the reliability of the instrument, the questionnaire was subjected to test-retest method of reliability, which yielded .68 coefficient. 100 questionnaires were distributed and all collected. Research questions were analyzed



using mean and standard deviation with a criterion mean of 3.00 and those of hypotheses analyzed using t- test statistic at 0.05 level of significance.

Data Analysis and Interpretation of Results

Research Question I

What is the level of government funding of business studies in secondary schools in Ilorin South Local Government Area of Kwara State?

Table 1: Mean Response of Male and Female Business Studies Teachers on the Level of Government Funding of Business Studies

S/N	Item Statement	X	SD	Decision
1.	There are adequate facilities for teaching business studies	2.86	.529	Disagreed
2.	Textbooks are provided for teaching business studies	2.76	.687	Disagreed
3.	Funds earmarked by government for conducting business Studies	2.75	.548	Disagreed
4.	Business studies teachers are given special allowances	2.55	.888	Disagreed
5.	Government builds business studio in secondary schools	2.58	.732	Disagreed
6.	Laptops are provided for schools to teach business studies	2.08	.660	Disagreed

Source: Field Survey, 2020

The data in Table 1 revealed that items 1 – 6 had their mean scores above cut-off point of 3.00. Therefore, all the respondents disagreed with these items on the level of government funding of business studies in Ilorin secondary schools in South Local Government of Kwara State.

Research Question II

What is the quality of teachers teaching business studies in secondary schools in Ilorin South Local Government Area of Kwara State?

Table 1: Mean Response of Male and Female Business Studies Teachers on the Quality of Teachers Teaching Business Studies in Secondary Schools

S/N	Item Statement	X	SD	Decision
1.	I studied business education	2.47	.566	Disagreed
2.	I studied secretariat education	2.25	.437	Disagreed
3.	I am a member of ABEN	2.35	.480	Disagreed
4.	I used to attend ABEN Conferences	2.32	.596	Disagreed
5.	I used to attend training programmes in business education	2.43	.563	Disagreed
6.	I used to attend seminars, workshops on business education	2.30	.629	Disagreed

Source: Field Survey, 2020

The data in Table 1 revealed that items 1 – 6 had their mean scores above cut-off point of 3.00. Therefore, all the respondents disagreed with these items on the quality of teachers teaching business studies in Ilorin secondary schools in South Local Government of Kwara State.



Hypotheses Testing

HO₁: There is no significant difference in the mean response of male and female business studies teachers on the level of government funding of business studies in secondary schools in Ilorin South Local Government Area of Kwara State.

Table 3: *T-test Statistic of Male and Female Business Studies Teachers' Responses on the Level of Government Funding of Business Studies*

	X	SD	N	DF	StdE	t-cal.	t-crit.	Decision
Male	55.55	40.19	60	98	9.50	2.12	2.71	Accepted
Female	44.11	40.50	4098					

Source: *Field Survey, 2020*

Table 3 above shows t-calculated value 2.12 lesser than t-critical value 1.71. This is an indication that there is no significant difference between responses of male and female business studies teachers on the level of government funding of business studies in secondary schools in Ilorin South Local Government Area of Kwara State. Therefore, the null hypothesis is retained.

Table 7: *T-test Statistic of Male and Female Business Studies Teachers' Responses on the Quality Teachers Teaching Business Studies*

	X	SD	N	DF	StdE	t-cal.	t-crit.	Decision
Male	63.09	48.30	60	98	6.43	2.19	3.13	Accepted
Female	50.16	33.17	40	98				

Source: *Field Survey, 2020*

Table 6 above shows t-calculated value 2.19 lesser than t-critical value 3.13. This is an indication that there is no significant difference between responses of male and female business educators on the influence of training on the instructional delivery in colleges of education in Kwara State. Therefore, the null hypothesis is retained.

Discussion of Findings

The result of Tables 1 and 3 provided answer to research question one and hypothesis one respectively. The findings revealed that government has not been funding business studies adequately in secondary schools in Ilorin South Local Government Area of Kwara State. This in line with the Okeke and Eze (2010) which found that sufficient fund has not been channeled to business education which is a major problem plaguing the system.

Also, Tables 2 and 4 revealed answers to research question two and hypothesis two respectively. The findings showed that unqualified teachers are the ones teaching business studies in secondary schools in Ilorin South Local Government Area of Kwara State. This agreed with the study of Alade and Lemo (2009) which found that resources are very important in the development of qualitative education and so the success or failure of any system of education depends on the quality and quantity of human and material resources madeavailable.



Conclusion

Based on the findings of the study, it was concluded that quality assurance in business studies subject is very important because of the ability of the subject to build self-reliant individuals in the society when its quality is adequately assured. If this is done, the subject would be taught with quality infrastructure, materials and qualified teachers to inculcate the needed skills, character and attitudes to the students for them to further their education in business education or to be able to create a job for themselves where they are not furthering with their education. For this to be achievable, adequate fund must be provided and to be supported with adequate qualified teachers.

Recommendations

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

1. Business studies as a vocational subject in secondary schools in Nigeria should be well funded by Government so as to guarantee quality teaching and learning of the subject.
2. Business studies teachers should always be mandated to attend training and development programmes like workshops, seminars, among others organized by the schools, ABEN and other related organizations with financial supports from school management so that the quality of business studies teachers will be improved.



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REMOTE TEACHING SKILLS BUSINESS EDUCATORS NEED IN TERTIARY INSTITUTIONS IN NIGERIA

¹Ebgri, Jane N., Ph.D
Department Of Vocational Education,
University Of Benin, Benin City
Egbri.Jane@Yahoo.Com

²Enang, Christiana Etong, Ph.D
Learning And Development Department
Office Of The Head Of Civil Service Of The Federation
Federal Secretariate, Phase II, Abuja – Nigeria
christianaenang@yahoo.co.uk
christianaang@gmail.com
drchristyenang@gmail.com

Abstract

Business educators are professionals in tertiary institutions that are engaged in teaching and learning. They prepare students to acquire practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of the economy and social life. In order to teach effectively they must be prepared to harness available technologies that are needed in teaching and learning in COVID-19 era and in the changing world. Professional business educators need support and time to learn to use new technology effectively especially remote teaching skills. It is based on this that this paper examined remote teaching skills needed by business educators in tertiary institutions in Nigeria. Specifically, the paper examined how to use Learning Management Systems (LMS), Videoconferencing tools, how to organize group learning, how to build and use interactive multimedia content and Cyber security issues in remote teaching. The paper concluded that the ability of business educators in tertiary institution to teach remotely is paramount to ensure improved and continuous teaching and learning in the changing world. It was recommended among others that business educators need training on remote teaching skills to be able to engage learners remotely.

KEY WORDS: *Remote teaching, business education, tertiary institutions.*

Introduction

All over the world, COVID-19 pandemic has affected personal and professional lives of millions of people, including students, educators, and education researchers through closure of schools and disrupted processes. Consequently, there are a lot of challenges facing education, instructors, teachers, and policy makers to deliver quality teaching and learning. UNESCO-UNEVOC (2020) stated that many countries have already implemented temporary measures to slow down the spread of the virus, resulting to closures of public institutions and schools. As of August 2020 according to UNECO-UNEVOC, more than 1 billion learners were affected by the closures of schools, training institutions and universities, with nationwide closures effective in over 100 countries including Nigeria.

This nationwide school closures no doubt have disrupted learning and access to teaching and learning services for students in Nigeria. According to UNESCO, almost 40 million learners have been affected by the nationwide school closures in Nigeria in 2020, of which over 91 percent are tertiary education learners. This means, in a short time, COVID-19 has disrupted the landscape of learning in Nigeria by limiting how students can access learning across the country. Consequently, unprecedented challenges are being posed on the Nigerian education system. As the nation begins to tackle with these challenges, a key question arises: Is the Nigerian education system designed to adapt rapidly to the changing world? Given the state of affairs in the world today, the nation's ability to ensure continuation of learning will depend largely on their ability to use available teaching and learning technology, provide adequate infrastructure, and organize stakeholders to prepare alternative learning programmes. It is based on these questions that this paper seeks to harness the opportunities of remote teaching skills business educators need in tertiary institutions in Nigeria.

Business educators need to update their skills and knowledge to be able to align with the global knowledge and skill expectation needed in teaching and learning especially during and post COVID-19 era.

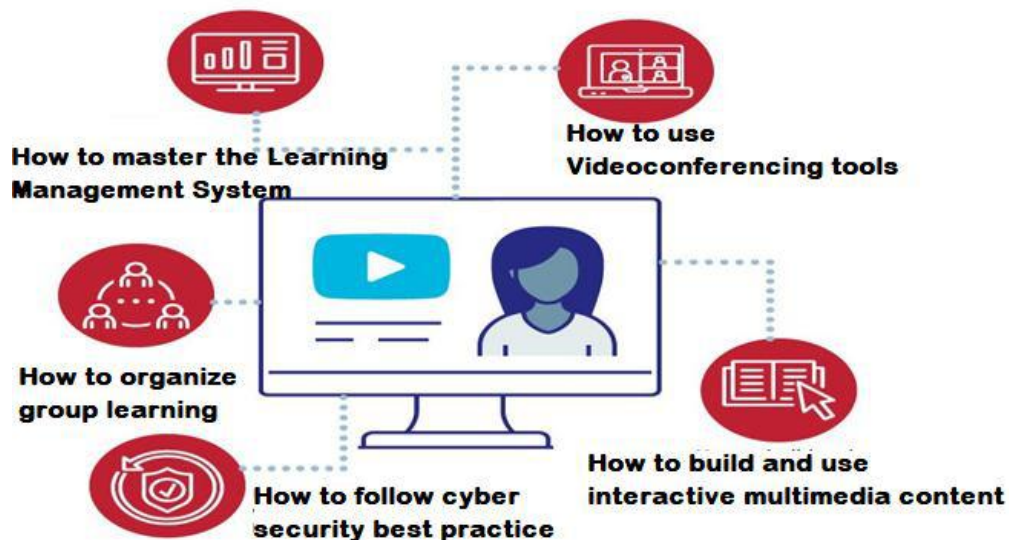
Remote teaching happens outside the traditional classroom where the teacher and students are separated by distance or time. Dixon and Kirmes (2020) stated that remote teaching can be real-time or flexibility. According to Kaiser (2017), Remote instruction is not only changing the entire landscape of teaching and learning in tertiary institutions but can influence the entire education system throughout the world. Selwyn (2016) added that remote teaching is an example of what is now called genuine disruption, which means using technology to do fundamentally different things.

Skills and knowledge are the engines of economic growth and social development of any nation that needs to be updated. In the era of COVID-19 pandemic, teaching remotely is the new normal. Therefore, there is need for retooling of the skills on remote teaching by business educators because of changes in pedagogy.

Business educators are professionals in tertiary institutions that are engaged in teaching and learning. They prepare students to acquire practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of the economy and social life. In order to teach effectively they must be prepared to harness available technologies that are needed in teaching and learning. More so, the state of affairs in the world today as a result of COVID-19 Pandemic and the closure of schools, the ability of business educators in tertiary institution to teach remotely is paramount to ensure continuation of teaching and learning.

Professional business educators need support and time to learn how to use new technology effectively especially remote teaching skills. According to Preston (2017), educational technology training involves more than just learning how to use the technology. This means, it also includes support to understand how it can be used to improve learning. Therefore, this study specifically determined how to use Learning Management Systems (LMS), Videoconferencing tools, how to organize group learning, how to build and use integrative multimedia content and Cyber security issues in remote teaching. The diagram below illustrates the remote teaching skills for business educators.

Fig. 1 Remote Teaching Skills



Source: Education Week Reporting

How to Master Learning Management System

The rush to remote teaching has brought a new focus on having a learning management system where teachers and students can access everything from announcements and assignments to lessons and grades. Learning management systems can be defined as web-based software

platforms that provide an interactive online learning environment and automate the administration, organization, delivery, and reporting of educational content and learner outcomes. Darren, Ritesh and Jo (2019) highlighted the features of LMS to include: Course management, assessment, tracking progress, grade book, communication tools, social connectivity, security privacy and ubiquitous access as shown in fig 2:

Fig. 2: Features of Learning Management Systems



According to the above diagram, the features of LMS include course management that delivers timely relevant course material to enrolled learners. It includes content delivery and control, class scheduling, and content-audit capabilities. The capacity for a business educator to contribute to content creation in their own personal space is essential in remote teaching. Also, LMS include assignments, tests, projects, and portfolio evidence provided by the learner. When using LMSs business educators should also be capable of providing learners with real-time information on their progress in a course along with relevant feedback.

Zain, Fadil, & Hadi (2018) explained that, in an online environment, the experience has been that learners are at a greater risk of withdrawing from programmes because of the lack of face-to-face contact.

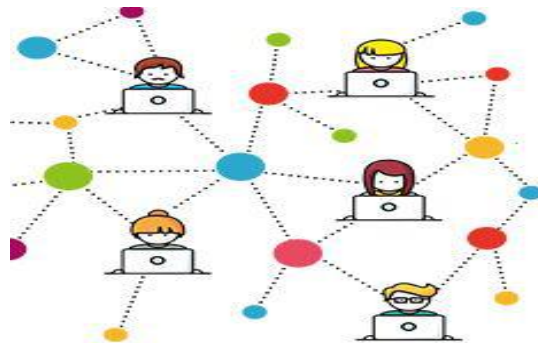
Furthermore, Ohliati and Abbas (2019) stated that to track user engagement in a course is paramount when using LMS. This means, the teacher tracking analytics can include log-on frequency, time spent in different sections of a course, communication interactions, and the number of resources downloaded. It implies that with appropriate reporting functions and skills, business educators can detect possible student performance deficits and intervene learners withdraw from the course with LMS skills. Also, in a LMS, Grade-book functions include individual scores of assessments, instructor feedback, and student attendance. The ability of business educators to generate information such as class grades, item score analysis, and at-risk student information is vital in remote teaching.

Also, Marshall and Kostka (2020) stressed that in a LMS, course collaboration and communication tools are classified as synchronous or asynchronous. They stated that asynchronous tools support one-way communications such as e-mail, discussion boards, or Wikis. They are often preferred by course facilitators because they can be initiated in an ad hoc manner. Synchronous tools, on the other hand, are two-way communication tools supporting real-time information interchange. Examples include instructor-led videoconferences and interactive message boards. Marshall and Kostka (2020) further explained that these communication tools are seen as important to replicating traditional classroom-based communications, which can foster a sense of community among online learners when teaching remotely. Another feature in LMS include discussion forums, live chats, and videoconference tools which are considered invaluable for courses that mandate class participation as an assessable component of a course. In addition, security and privacy features in LMSs include user authentication, access verification, password integrity controls, and intruder detection. Privacy controls are also important to ensure that sensitive information is made available to the intended recipient only. LMS provide ubiquitous access for users to connect to the Internet with their mobile phones. When teaching remotely, the business educator can interact with LMS course environments using their mobiles devices. Business educators should master LMS and be skilled to teach remotely.

How to Use Video Conferencing Tools

Video conferencing is a term used to describe “a system where two or more participants in different locations can interact using specialised equipment through a high-speed Internet connection” (Smith, 2008). The term videoconferencing can also refer to software-based computer-mediated communication video tools such as Skype (www.skype.com) and Zoom (<http://zoom.us>), which facilitate synchronous communication, and which do not require special equipment. Video Conferencing tools are very important and can aid effective team collaboration and communication in remote teaching. The diagram below, depict a video conferencing scenario.

Figure 3: video conferencing scenario



Source: <http://startupplug.com.ng>.

Video Conferencing tools are very important and aid effective team collaboration and communication especially in remote teaching. These tools are very useful and help to improve teaching and learning. Sharan (2019) highlighted some video conferencing tools among which are Zoom which is communications software that combines video conferencing, online meetings, chat, and mobile collaboration. The software can be used to create a room with a custom name and anyone who follows that link can log into it. Zoom supports up to 100 participants in a meeting and comes in audio-only, video, and text chatting. Other features include phone call support, webinar and presentation features, and more. Another Video conferencing tool is Skype which is a Microsoft product that can be used to connect with anyone for effective collaboration with its free online calls, messaging, and affordable international calling to mobiles or landlines. It also allows setting a caller ID calls for recognition and safety. Skype is free to use with up to 25 members and also easily integrates into other Microsoft packages like Office 365. Also, Google Hangouts is a free messaging, voice and video calling app by Google that allows conversation with one person or a group. This app is also integrated into Gmail, making it easy to go from email chain to video chat in a matter of seconds. Hangout's other features include Voice on Internet Protocol (VOIP) and Hangouts Meet. Hangouts Meet analyse an individual's calendars, suggests a suitable meeting time based on



schedules and automatically makes bookings direct to Google calendar. In addition, Whereby provides easy and flexible video meetings that require no downloads or login for guests. It can be used to create a chat room with the URL of a choice and a link which can be used to join the chat room without signing up. Other features include screen sharing and text chat features. The creator of a chat room can also "lock" the chat room requiring guests to request ("knock") when they visit the link giving control on who is allowed to join the chat room. Sharan (2019) further stated that Talky provides a quick and easy way to start a video conversation with anyone and does not require signups, plug-in, download, payment to use. This software has some great features like screen sharing, locked rooms and is available on both Android and iOS stores for easy and faster use. UberConference is an easy video conference tool that requires no downloads, allows screen share and live collaboration on documents within the meeting. Other features include conference calls, calendar integration, meeting smart search, conference recordings, custom hold music and profile view. UberConference also integrates with G Suite, Office 365, Slack, LinkedIn and some other apps.

Furthermore, Webex by Cisco is a web conferencing software that aids users to hold online events and meetings and serves as a team workspace. Other features include group messaging, file sharing, white boarding and has all the benefits of a traditional phone system. Webex also supports 25 simultaneous video feeds. GoToMeeting is also an online meeting, webinar and collaboration tool that provides video conferencing. It can be used to share screen, record, use a custom URL to access conference room and even transcribes meeting sessions. GoToMeeting supports video, audio and web meeting; and can be integrated into Office 365 for easy scheduling, managing and joining of online meetings directly from the calendar. Again, Adobe Connect is a web conferencing platform that enables collaborative experiences such as video, audio, screen-sharing, chat, document sharing and much more without requiring participants to install or configure. This app provides features such as recording, capturing, editing, white boarding and customizing room URL. It also allows users to create and save multiple meeting layouts which perform a specific role. Adobe Connect also makes use of authenticating and control permissions for a highly secure and private experience. Above all, Slack provides an in-built web conferencing tool that supports text, voice and video calling, this also allows screen share and transfer control of the screen, mouse movements and keyboard with the integration of ScreenHero into the app. Slack also works with other video conferencing tools like Skype, Zoom GoToMeeting, etc. It is essential that business educators acquire the knowledge video conferencing skills in order to teach remotely.

How to Build and Use Interactive Multimedia Content

Interactive multimedia is described as a computer software that deals with the supply of information. Mishra and Sharma (2005) defined it as a set of digital system using multiple media in creating the learning environment by the presence of text, picture, sound, animation, and video which leads to a better teaching-learning environment. According to Smaldino, et.al. (2005), interactive multimedia has many advantages for the students and teachers. Some of the advantages of using interactive multimedia in the teaching and learning process include a mixture of text, audio, graphic, and picture that can be combined in one easy-to use system. This enable learner participation in the teaching and learning process which can help to maintain students' attention. Also, Individualization is provided because it allows instructions on improvement as well as enrichment levels. The learners can choose what to study from the menu, selecting those parts that seem interesting, that seem most logically to answer a question, or that present the biggest challenge for them. Interactive multimedia can be used to provide simulation experiences and difficult materials.

Studies conducted revealed that many e-learning programmes have begun to use the instructional design theory as the development framework in guiding the design of learning contents and enhancing the quality of learning process (Klein, & Sullivan, 2004; Martin & Klein, 2008). Fig. 4 below summarized how to build and use interactive multimedia content as proposed by (Gagne, Wager, Golas & Keller, 2005).

Fig. 4: Gagne Nine Events of Instructions



The implication of the above diagram by Gagne, Wager, Golas and Keller (2005) indicates that in a remote teaching environment, business educators must get the attention of students. Sometimes a short video, demonstration or an interesting story about the topic will pique students' interest. Also, letting the students know what is expected of them is a great way for the students to focus their learning. Well prepared learning objectives lay the groundwork for assessing student performance. Again, learning something new is associated with new information that is already known. Therefore, there is need to help students succeed by considering their prior learning which will help them make associations with new material. Besides, the new content should be arranged in logical steps and chunked into "digestible" sizes in order to optimize student success. Jen (2015) also stated that students represent a variety of learning styles. Material should be presented in a variety of ways to help each learning style make sense of the content. In addition, guidance for students can come in many forms. It may be to use analogies to help students perform associations with previously learned material. Study aides like graphics or pneumonics can be used to help students remember facts. They can be shown demonstrations or case studies to give real-life examples. It is important to give students a chance to demonstrate if they are learning the new material. Eliciting performance most often takes the form of homework. However, in-class work may provide the best chance for



instructors to provide feedback in an immediate and more relevant way.

Furthermore, Wager, Golas & Keller (2005) explained that the question of what is the most important thing you wish to receive when you've just tried something for the first time may elicit feedback of how did I do it, Was that okay, what could I have done better. Students have that same expectation when you elicit their performance through homework or in-class work. They want to know how they did. They want to see where they were right and where they were wrong. Most importantly, where they are wrong, they want to know how to get it right next time. Students may not always be happy to receive this kind of feedback, but when it is done right it provides a great learning opportunity and will allow the students to learn in a much deeper way. In another development, if eliciting performance is represented by homework, assessing performance can be represented by quizzes or tests. As mentioned above, if learning objectives were constructed well, assessments will be much easier to create. Assessing performance lets students know how well they have been able to achieve the learning objectives.

According to Benjamin Bloom (Bloom's Taxonomy), the goal of instruction is to help students move away from the basic level of knowledge or remembering to higher levels of learning like applying and transferring the knowledge to new situations. Although each subject has different ways to aide retention and transfer, repetition is often used as a way to help information retention. Transfer of learning once the students have a thorough understanding of what they have learned and can find situations where this new information can be applied outside of the current lesson or outside the classroom. The most effective retention occurs when students often are presented with the opportunity to apply the new information. Therefore, Gagne Nine Events of Instructions is important for business educators to apply when teaching remotely.

How to Organize Group Learning

Group work is a valuable way of reinforcing student understanding and misconceptions of topics, generating ideas, engaging all students in discussion and debate and supporting peer learning. Ellis and Goodyear (2010) and Laurillard (2012) explained that students learn best when they are actively involved in the process and group work can be an effective way of facilitating it. It can also help students to develop their critical thinking, communication and decision-making skills. There are a number of online group collaboration tools available to facilitate remote teaching. Group working tools can optimise the sharing of knowledge and ideas and the development of shared group outputs, as well as suiting different learning needs.

The use of group work according to Laurillard (2012) has a range of benefits in terms of developing students' transferable skills, all of which are valuable in promoting graduate employability, including: collaboration, communication, problem solving, planning, time management, negotiation and conflict resolution and leadership. Some examples of online collaboration tools are provided including group assignment tool that allows one member of the group to submit the group's work just the same as a normal individual would for other assignments. Group members would then all receive the same grade. Grades can be altered for individuals afterwards if the need arises. Also, Discussion forum is a communication tool that enables students within a group to generate ideas, discuss and contribute to group tasks in an asynchronous manner. The group discussion forums can be graded and marked in the same way as an assignment. This is particularly helpful if the group work is mark based on a student's engagement with the process rather than the overall end product. Through discussion forums, group members can organise and manage group activities, ask questions, seek clarification, provide feedback and share ideas and resources. In addition, the locker tool allows students to collectively store and access files and folders. This is a great way for the members of the group to store assets and evidence to share with each other.

Furthermore, Office365 provides students to work on the same document (including documents, spreadsheets, presentations, forms or drawings) simultaneously, for example editing, combining notes, making comments, chatting with others within the document, and sharing links and ideas. There is also potential for tutors to provide developmental feedback as students' collaborative work evolves. Skype offers group work in remote teaching that can be facilitated by online telephone and video conferencing tools, which is free for students to download and enables group members to get together in real time regardless of their physical location. When combined with document sharing tools, students can effectively collaborate to discuss and create shared group outputs. Above all, Google Hangouts can be used to schedule and take part in group meetings through video chat. It is very essential that business educators have the skills of group learning to be able to manage students when teaching remotely.



How to follow Cyber Security Best Practices

Remote teaching like any other online learning relies on the internet for implementation. Educators providing learning content in online learning environment are concerned with delivery a secure learning environment and the security of learners data. Alwi and Fan (2010) stated that online environment are exposed to constant security threats, risk and attack. There is need therefore to understand security best practices in remote teaching. Alwi and Fan (2010) also highlight security threats related to online learning like remote teaching which comprises deliberate software attacks (viruses, worms, macros, denial of service); technical software failures and errors (bugs, coding problems, unknown loopholes); acts of human error or failure (accidents, employee mistakes); deliberate acts of espionage or trespass (unauthorised access and/or data collection); Others include deliberate acts of sabotage or vandalism (destruction of information or system); technical hardware failures or errors (equipment failure); deliberate acts of theft (illegal confiscation of equipment or information); compromises to intellectual property (piracy, copyright, infringement); quality of service deviations from service providers (power and WAN service issues); technological obsolescence (antiquated or out-dated technologies); and deliberate acts of information extortion (blackmail for information disclosure) among others.

Furthermore, Bandara, et al, (2014) highlighted cyber security protection measures including installing firewalls and anti-virus software, Implementing Security Management (ISM), improving authentication, authorisation, confidentiality, and accountability, using digital right management and cryptography, training security professionals, etc. Other cyber security best practices that can be adopted in a remote teaching scenario are identifying most critical intellectual property and assets; developing and implementing procedures to protect them; having resources in place to timely identify a cyber security breach, having procedures in place to both respond to it, and recover from a breach, if and when one occurs.

There is need for business educators to be updated in cyber security best practices when implementing remote teaching.

Conclusions

Remote teaching happens outside the traditional classroom where the teacher and students are separated by distance or time. Business educators are professionals in tertiary institutions that are engaged in teaching and learning. They prepare students to acquire practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of the economy and social life. In order to teach effectively they must be prepared to harness available technologies that are needed in teaching and learning especially during and post COVID-19 era. This study was carried out to determine how to use Learning Management Systems (LMS), Videoconferencing tools, how to organize group learning, how to build and use integrative multimedia content and Cyber security issues when teaching remotely.

Recommendations

The following recommendations were drawn from the study:

1. Business educators should be trained on remote teaching skills to be able to engage learners remotely.
2. Sponsorship through professional development should be given to business education to encourage them to acquire remote teaching skills.
3. Remote teaching skills should be incorporated in the curriculum of business teacher education so that graduate of business education can be employed with the relevant remote working skills
4. A course on remote teaching skills should be introduced for final year students of business education to acquaint them of the relevant skills before graduation.
5. All tertiary institutions should provide remote teaching tools to enable business educators familiarize their usage.



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OFFICE MANAGEMENT SKILLS REQUIRED OF OFFICE TECHNOLOGY AND MANAGEMENT GRADUATES IN EBONYI STATE CIVIL SERVICE

DR. EJEKA CHARLES A

**Department Of Office Technology And Management
Imo State Polytechnic, Umuagwo – Ohaji**

E-mail - ejekaca@yahoo.com

Abstract

This study was carried out to determine office management skills required of Office Technology and Management graduates for effective performance in Ebonyi State Civil Service. Two research questions were raised to guide the study while one null hypothesis was tested at 0.05 level of significance. The study adopted descriptive survey design. The entire population of 166 supervisors who supervise Office Technology and Management staff in Ebonyi State civil service were used for the study. Data were collected for the study through the administration of a validated questionnaire on the respondents. The reliability of the instrument was established using Cronbach Alpha correlation formula. The overall reliability coefficient obtained was 0.92. Mean statistic was used to answer the research questions while t-test statistic was used to test the hypothesis at 0.05 level of significance. The findings of the study revealed that human relations skills and communication skills were highly required of office technology and management graduate for effective performance in Ebonyi State civil service. It was concluded that to be professionally relevance and competitive in the face of technological innovations of this era, graduates of office technology and management programme must be exposed to the identified skills to acquaint themselves with the trend of modern office work requirements. It was recommended among others that these office skills should be emphasized at different levels of training of OTM students in order to endow them with relevant skills they are required to have in their work places.

Keywords: Supervisors, Office Technology and Management graduates, Office Management Skills

Introduction

Office Technology and Management (OTM) programme as a new nomenclature for Secretarial Studies came into existence in 2004. The Secretarial profession has become vast and highly demanding than it used to in the past because of the dynamic nature of the world. The use of archaic and slow manual office machines and equipment has given way to highly sophisticated ones. Persistent yearnings from stakeholders (employers of labour and professional bodies) on the need for a change in the nomenclature and course contents of the programme as posited by Omeje (2009) and Maurison and Isifeh-Okpokwu (2008) led the National Board for Technical Education (NBTE) to change the nomenclature of Secretarial Studies/Administration to Office Technology and Management and drew a new curriculum and course specifications.

With the advent of automation, the duties of Secretaries or Office Technology and Management graduate workers have been revolutionized especially in the areas of communication, telecommunication, micrographics and reprography. Azih (2013) pointed out that in reprography, stencil duplication has been replaced by computer print-outs and Xeroxing systems. Horizontal suspension and other systems are now replaced by compact disc run on data base computer systems in the area of micrograph and telecommunications. Telephones have gone digital while teleconferencing, internet and networking, email, facsimile and other telecommunication equipment are now used. There is hardly any modern business organization that operates without the use of one form of modern office technology or the other.

In the light of the pervasiveness of modern technologies in offices, office technology and management (OTM) graduates ought to have the skills to use these technologies to perform effectively in the workplace. This is important because OTM graduates are important office workers needed in every type of government or private office to assist their superiors or executives in carrying out their responsibilities.

According to Ejeka (2017), an office manager or a secretary is 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 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 work in public and private sectors of the economy. On graduation, the graduates would occupy positions such as Confidential Secretary, Office Manager, Personal Assistants et cetera, and be expected to perform office functions of administration, record keeping, human relations and information and communication technology.

For OTM workers to be able to perform their duties and make meaningful contributions to the success of the organizational goals, they also need to acquire the relevant office skills. Modern office skills are those capabilities and abilities required for maximum utilization of innovative office technologies. Cornacchione (2012) stressed that office skills provide a sound basis for consistent and objective performance standards about what is needed and expected in an organization in terms of human relations skills and communications skills.

Human Relations Skills and Effective Performance in Ebonyi State Civil Service.

Ohaegbulam (2014) defined human relations skills as those employability skills that enable an individual to acquire and keep a job. Such employability skills focus on personal image, attitudes and habits, behavior, techniques of communication, problem solving, decision making, management and organizational processes. Iheriohanma (2000) stated that individual competence skills are those set of attitudes and personality traits by an individual prior to the individual's engagement into one occupation or the other. The personal skills are needed by graduates in various designated offices for excellent performance. Obedience to superior officers, self-competence and control, punctuality and regularity to work, drive and determination and general knowledge, sense of judgment and initiative, integrity, cooperation with colleagues and good human relations with the public, concentration on the job, keeping of office and business secrets, acceptance of responsibilities, capacity to work under pressure are all indispensable in preparing office technology and management graduates for employment.

Communication Skills and Effective Performance in Ebonyi State Civil Service.

The explosion of paper work and electronic business activities has made the modern business office a communication centre. The trend in management today is towards the information concept of management. The office is characterized as a decision-making centre and good decisions are based on adequate, usable and valid information. Communication is the primary focus of today's office. Communication simply means the exchange, transmission, dissemination, sending and receiving of information from one person to another (Ohaegbulam, 2011). Omeje (2009) stated that communication means the impacting or exchange of ideas, attitudes and information by use of human abilities or technological media; transmission and reception of idea; the broad field of human interchange of thought and opinions; a process of giving and receiving fact, ideas and feelings.

Ekayati (2010) identified the basic communication skills needed by modern office workers for effective job performance to include: spelling, punctuation, grammar, vocabulary, sentence and paragraph structures, sound usage of proof-reading. The Office Technology and Management graduate should be able to think logically, analyze the audience, organize ideas clearly, concisely, tactfully and courteously. These make up writing skills. Office Technology and Management graduates should develop oral communication skills required as office workers. The skills are giving and receiving information and instruction, persuading abilities, setting up and participating in conferences, seminars, workshops, meetings and making short formal presentations. These are speaking skills. The modern office workers should be vast in reading, listening and hearing skills for effective job performance (Ohaegbulam, 2011).

Statement of the Problem

Development and innovation in technology have brought about tremendous changes in today's offices and business environments. These innovations demand greater responsibilities and improved performance on the part of OTM graduates in view of their vital role in processing office information. This implies that today's office managers who are unable to cope with the demands of office technology will become irrelevant, low priced or even unemployed as the case may be.

Unfortunately, the training given to OTM students does not seem to reflect the wave of



technological changes. This has created disparity between what is imparted to the OTM students in terms of abilities and the needs of the industries. Azih (2013) observed that the performances of some OTM graduates fall short of acceptable practices in modern office technologies. This suggests that they have not adequately acquired the skills needed for effective use of modern office technologies during their training. Consequently, some functions supposed to be handled by OTM graduates are thus given to graduates of other disciplines. Where OTM workers lack skills to use efficient and effective working tools, productivity is definitely bound to be unimpressive. If these OTM graduates are exposed to a variety of office skills, they might become more effective in their jobs.

It then appears that the institutions producing the OTM graduates are not quite sure of the exact skills needed by the employers of labour. The problem of skill mis-match suggests that the institutions are not satisfying employers in terms of the office skills expected of OTM graduates. This study, therefore, set out to determine the office management skills required of Office Technology and Management graduates of Nigerian Polytechnics for effective performance in Ebonyi State Civil Service.

Purpose of the Study

The major purpose of this study was to determine the office management skills required of Office Technology and Management graduates of Nigerian Polytechnics for effective performance in modern offices. Specifically, the study sought to ascertain the:

1. Human relations skills required of Office Technology and Management graduates for effective performance in Ebonyi State civil service.
2. Communication skills required of Office Technology and Management graduates for effective performance in Ebonyi State civil service.

Research Questions

The following research questions guided the study:

1. What human relations skills are required of Office Technology and Management graduates for effective performance in Ebonyi State civil service?
2. What communication skills are required of Office Technology and Management graduates for effective performance in Ebonyi State civil service?

Hypothesis

Ho: There is no significant difference in the mean ratings of supervisors on the office management skills required of Office Technology and Management graduates for effective performance in Ebonyi State civil service based on designation.

Methods

The study adopted descriptive survey design. Nworgu (2015) posited that it is most preferable to use survey design when the subject of an investigation centers on individual opinions or views, attitudes and perceptions purely on personal basis. The researcher chose this design for the study as the study was aimed at surveying the opinions of supervisors of Office Technology and Management graduates in Ebonyi State civil service on skills needed for effective performance in the civil service. The population of the study comprised of 166 supervisors who work with secretaries in Ebonyi State civil service. The population size was not too large for the study and therefore, there was no sampling. The instrument used to collect data for this study was a 36 item structured questionnaire developed by the researcher with insight gained from literature reviewed. The questionnaire was structured on a 4 – point rating scale as follows:

Very Highly Required	(VHR)	4
Highly Required	(HR)	3
Moderately Required	(MR)	2
Fairly Required	(FR)	1

To determine the validity of the instrument, it was given to three experts in business education from the Department of Business Education, Nnamdi Azikiwe University, Awka. The experts were presented with the purpose of the study, research questions and hypothesis. The items were scrutinized in terms of relevance, language coverage of the scope of the study, general text format and suitability. The instrument was corrected to reflect the opinions of the experts.



The reliability of the instrument was established using pilot test involving thirty supervisors from Enugu State civil service. The internal consistency of the instrument was computed using Cronbach Alpha which measured the consistency of all items globally and individually. A general coefficient of 0.92 was obtained. This is considered high enough for the instrument to be reliable. The researcher administered 166 copies of the instrument with the help of two research assistants. All the copies of the questionnaire were retrieved representing 100%. Mean and standard deviation were used to answer the research questions. The t-test statistical tool was used to test the null hypothesis at 0.05 level of significance.

Presentation of Data

Research Question 1

What Human Relations Skills are Required of Office Technology and Management graduates for Effective Performance in Ebonyi State Civil Service.

Analysis of data relating to this research question is presented in table 1.

Table 1: Mean Ratings of Supervisors on Human Relations Skills Required of Office Technology and Management Graduates for Effective Performance

S/N	Human Relations Skills	γ	SD	Dec.
1	Ability to maintain proper relations with public	3.53	0.71	VHR
2	Ability to maintain proper relations with fellow staff	3.58	0.64	VHR
3	Ability to make referral duties with tact	3.16	0.87	HR
4	Ability to recommend changes in correspondences	3.17	0.82	HR
5	Ability to discuss developmental programmes with colleagues	3.19	0.83	HR
6	Ability to have a cordial relationship with visitors	3.48	0.75	HR
7	Ability to train junior staff	3.31	0.81	HR
8	Ability to handle difficult issues	3.33	0.72	HR
9	Ability to manage difficult boss	3.36	0.75	HR
10	Ability to delegate responsibilities to subordinates	3.17	0.84	HR
11	Ability to know the executive's likes and dislikes	3.31	0.93	HR
12	Ability to accord respect to everybody in the organization	3.46	0.78	HR
Cluster mean		3.34	0.52	HR

Table 1 presents the results on the rating of supervisors' on human relations skills required of Office Technology and Management graduates for effective job performance in Ebonyi State civil service. From the result ten out of twelve items received mean ratings ranging from 3.16 – 3.48 within the real limits of 2.50 – 3.50 and were regarded as highly required. The remaining two items (ability to maintain proper relations with the public and ability to maintain proper relations with fellow staff) received mean ratings of 3.53 and 3.58 and were thus regarded as very highly required. The cluster mean for this cluster 3.34 implies that human relations skills are highly required of Office Technology and Management graduates for effective performance in Ebonyi State civil service. The range of standard deviation (0.64 – 0.93) revealed that the respondents were not far apart in their ratings. This therefore means that human relations skills are highly required of Office Technology and Management graduates for effective job performance in Ebonyi State civil service.

Research Question 2

What Communication skills are required of Office Technology and Management graduates for effective performance in Ebonyi State civil service.

Analysis of data relating to this research question is presented in table 2.

Table 2: Mean Ratings of Supervisors' on Communication Skills Required of Office Technology and Management graduates for Effective Performance.

S/N	Communication Skills	X	SD	Dec.
13	Ability to compose inter-office memos.	3.48	0.78	HR
14	Ability to interview visitors calling in the office.	3.34	0.84	HR
15	Ability to compose replies to correspondences.	3.46	0.79	HR
16	Ability to screen telephone calls.	3.26	0.96	HR
17	Ability to understand minute preparation.	3.46	0.81	HR
18	Ability to interpret file action page appropriately.	3.28	0.87	HR
19	Ability to write draft reports.	3.48	0.73	HR
20	Ability to channel telephone calls appropriately.	3.23	0.87	HR



21	Ability to edit official documents.	3.21	0.86	HR
22	Ability to transmit printed materials using facsimile machine.	2.87	1.03	HR
23	Ability to send text messages.	3.41	0.85	HR
24	Ability to browse the internet for information.	3.39	0.82	HR
25	Ability to write legibly.	3.42	0.81	HR
26	Ability to be accurate in communication.	3.44	0.75	HR
27	Ability to use the parts of speech correctly.	3.37	0.83	HR
28	Ability to overcome stage-fight during speaking.	3.17	0.90	HR
29	Ability to simple sentence.	3.30	0.84	HR
30	Ability to apply harmony in sentence construction.	3.27	0.79	HR
31	Ability to understand the flow of organizational communication (upward, downward, horizontal and diagonal).	3.20	0.90	HR
32	Ability to avoid clash of interest in communication.	3.07	0.91	HR
33	Ability to think before communicating.	3.34	0.82	HR
34	Ability to obtain feedback to ensure comprehension by the Receiver.	3.16	0.91	HR
35	Ability to choose proper channel of communication.	3.18	0.79	HR
36	Ability to write direct requests .	3.19	0.79	HR
Cluster Mean		3.29	0.61	HR

Table 2 presents the result on supervisors’ ratings on the communication skills required of Office Technology and Management graduates in Ebonyi State civil service. The respondents’ rated all the items on communication skill as high required with mean scores ranging from 2.87 – 3.48. These mean ratings fell within the real limit of 2.50 – 3.49 and were regarded as highly required. The cluster mean of this cluster (3.29) fell within the same real limit numbers and is thus regarded as highly required. The standard deviation ranges from 0.73– 1.03 which indicates homogeneity of responses. Therefore it was adjudged that communication technology skills are highly required of Office Technology and Management students for effective performance in Ebonyi State civil service.

Test of Hypothesis

Table 3: Independent t-test Analysis of Male and Female supervisors’ mean ratings of office skills required of Office Technology and Management Graduates for Effective Performance

Variable	Gender				t-cal	t-critical	
	Male		Female				
	χ	SD	χ	SD			
Dec.	(N=98)		(N=68)				
Human Relations skills	3.69	0.45	3.29	0.61			
Communication skills	3.34	0.48	3.22	0.76	0.885	1.96	NS

- Not significant at P≥0.05

Table 3, shows t-test of responses of male and female supervisors’ on the adequacy of OTM graduates’ job performance in Ebonyi State civil service with mean scores of 3.69 and 3.29 for human relations and mean score of 3.34 and 3.22 for communication skills respectively. These values were tested for significance by comparing the calculated t-value with the critical t-value (1.96) at 0.05 level with 164 degree of freedom. The obtained t-values were less than the critical value (1.96). Hence, the results were not significant and the null hypothesis was accepted. The result therefore means that there is no significant difference in the mean ratings of male and female supervisors on the office management skills required of Office Technology and Management graduates for effective performance in Ebonyi State civil service.

Discussion of findings

Analysis of data in Table 1 showed that human relations skills are highly required of office technology and management graduates’ for effective performance in Ebonyi State civil service. In the opinion of supervisors’, ability to maintain proper relations with the public and with fellow staff were rated as very highly required for effective performance of office technology and management graduates’ in the civil service.



These findings agreed with the findings of Evetts (2011) to the effect that human relations skills are required for productivity in offices. Evetts added that such skills should be produced by education, training and apprenticeship, socialization and sometimes guaranteed by licensing.

The present finding suggests that despite the realities of the digital divide, supervisors' have seen and anticipate the several benefits which several human relations skills could bring to their organizations. They expect the OTM graduates they could employ in future to be able to possess several human relations skills to be able to project a good corporate image.

The analysis of data to the second research question revealed that communication skills are highly required of office technology and management graduates for effective performance in Ebonyi State civil service. Specifically, supervisors' in Ebonyi State civil service considered all items on communication skills highly required of office technology and management graduates' for effective performance.

Conclusions

Based on the findings of the study, it was concluded that OTM graduates require human relations and communication skills for effective performance in Ebonyi State civil service. In essence, today's OTM graduates are required to be highly versatile and competent in office functions. Therefore, to be professionally relevant and competitive in the face of the technological innovations of the era, graduates of office technology and management programme must be exposed to the identified skills to acquaint themselves with the trend of modern office technologies.

Recommendations

In the light of the findings of the study the following recommendations are made:

- 1 Human relations and communication skills should be emphasized at different levels of training both at the pre-service and in service training of OTM graduate workers in order to endow them with relevant skills they are expected to have in their workplaces.
- 2 The OTM graduates should be made to imbibe the habit of reading journals, attending to workshops and seminars to improve on their skills so as to be effective and efficient in the operations of modern offices.
- 3 Curriculum planners should ensure that the content of the OTM programme should reflect the critical skills required in modern offices. This will ensure that OTM undergraduates learn and imbibe these skills while still in school. Similarly, the teaching of relevant soft skills will further strengthen the OTM undergraduate.
- 4 The tertiary institutions should make efforts to equip the OTM departments with modern information communication technologies to help equip the undergraduates with requisite skills in information technology needed in offices of today and tomorrow.

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ASSESSMENT OF THE ADEQUACY OF BUSINESS EDUCATION STUDENTS' CORE SKILLS REQUIRED IN THE KNOWLEDGE ECONOMY

¹Amaliri, Josiah Chibuike

School of Business Education,
Federal College of Education (Technical), Umunze,
Anambra State
+2348032701877
icamaliri@gmail.com

²Okafor, Chinagolum Veronica

School of Business Education,
Federal College of Education (Technical), Umunze,
Anambra State
+2348037987836
okaforcv@gmail.com

³Ugwuogo, Fidelia Chinelo

School of Business Education,
Federal College of Education (Technical), Umunze,
Anambra State
+2347066170993
ugwuogochinelo993@gmail.com

Abstract

The study was conducted to assess the adequacy of Business Education students' core skills required in the knowledge economy. It was guided by four research questions and two hypotheses. A descriptive survey research design was adopted for the study. The population for the study was 315 which comprised of 182 NCE final year students of Business Education of Federal College of Education (Technical), Umunze and 133 NCE/Degree final year students of Business Education of Nwafor Orizu College Education, Nsugbe, in Anambra State. A sample size of 225 was selected for the study using Taro Yamane formula. A structured questionnaire was used to collect data for the study. The instrument was validated by two experts in Measurement and Evaluation, and Business Education. Cronbach Alpha method was used to test the reliability of the instrument and it yielded a reliability coefficient of 0.83. Data collected were analyzed using the mean and standard deviation to answer the research questions, while t-test was used to analyze the null hypotheses at 0.05 level of significance. The results of the study revealed among others that, the ICT skills of students of Business Education are not adequate in the knowledge economy. Based on the findings, it was recommended among others that, modern ICT tools, resources and trained ICT personnel should be provided for the Business Education students for the effective impartation of knowledge and skills.

Key Words: Adequacy, Business Education, Core Skills, Knowledge Economy.

Introduction

The extent, to which tertiary education is capable of producing potential employable graduates in the competitive 21st century world, is attracting the attention of scholars and policy-makers globally. This interest stems from two major concerns. First, there are signs that patterns of work are rapidly changing with new sectors emerging, and its new technology, globalization and demographic changes significantly reforming the workforce (Oliver, 2015; Pitan, 2015). The implication of this change is that it is no longer enough for graduates to have a good degree but they should also possess the skills and attributes required to compete and collaborate in a dynamic knowledge economy and world of work (Newton, 2015).

The second concern is that the existing university (higher education) curriculum is not producing graduates with the kind of professional and life-long learning skills that they need in order



to be successful in the competitive and congested changing world of work (Lees, 2002). Higher education institutions (HEIs) have been criticized for the fact that their mode of training has little or no relevance to the social and economic needs of their countries (Rufai, Baker & Rashid, 2015), which consequently leads to the production of unemployable graduates.

Indications from past studies in Nigeria, show that the high rate of unemployment experienced by graduates of tertiary institutions, is not only as a result of the unavailability of jobs, but also of a dearth of candidates with employable skills that employers are looking for (Emeh, Nwanguma & Abaroh, 2012; Pitan, 2010, 2015). Evidence in support of this assertion shows that out of over 40 million unemployed youths in the country, 23 million are unemployable, possibly due to their lack of necessary skills for employment (Emeh et al., 2012). Commenting on the same issue, Mahmood (2014), claimed that about 70 percent of the 80 million youths in Nigeria are either unemployed or under-employed. According to Akanmu (2011), many graduates who find work are not gainfully employed, and for those who found fulfilling employment in spite of everything, their employers raised serious concerns about their skills and fit for the job. Similarly, Pitan and Adedeji (2012), revealed an overall skills mismatch of 60.6 percent among employed university graduates, with critical deficiencies in communication, information technology, decision-making, critical thinking, inter-personal relationship, entrepreneurial, technical and numeracy skills.

In view of the adequacy of core skills required from students, Business Education as one of the vocational courses taught in tertiary institutions in Nigeria has to be appropriately examined here. According to Imeokparia & Ediagbonya (2014), Business Education is described as an aspect of education that is geared at equipping the learners (students) with business and education competencies (that is, skills, knowledge and attitude) needed to effectively and efficiently function in the world of work either as an employee or an employer (job/wealth creator). They further stressed that Business Education is an 'umbrella' which covers both Secretarial Education (that is now referred to as Office Technology and Management (OTM) and Accounting Education. Office Technology and Management (OTM) emphasizes the teaching of office and management related skills, while Accounting Education primarily emphasizes the teaching of accounting related skills.

Business Education according to Ezeani (2012) is broadly divided into three areas, which provide many career opportunities in Business Education such as: Marketing/Distributive Education: retailing, wholesaling, advertising and public relations; Accounting Education: record keeping, preparation of financial report, auditing, consultancy services; and Office Technology Education: word processing, data management, cyber cafe, among others. Business Education is a vital tool for entrepreneurship. It is primarily concerned with assisting the individual to be useful as well as improving their knowledge in the business world which will in turn lead to the improvement of the society at large. Business Education curriculum at the College of Education level equips the students with the skills in entrepreneurship, marketing, accounting, ICT and office management, which will enable the students become self-employed on graduation.

The philosophy of Nigeria Certificate in Education (NCE), Business Education, is to make the Business Educators understand the concept and philosophy of the National Policy on Education as regards Business Education in national development (FRN, 2012). One of the general objectives of Business Education as outlined in the NCE Minimum Standards for Vocational and Technical Education is: "To equip graduates with the right skills that will enable them engage in a life of work in the office as well as for self-employment" (FRN, 2012).

However, core skills or core competencies refer to a systematically focused combination of individual technologies and production skills that support a multitude of product lines of a company. In other definitions, the whole value chain is included. A synthesis of both definitions would lead to the following statement. Core skills are integrated through organizational learning processes and are coordinated collectively through the use of technologies, know-how, processes and attitude. Core skills are also seen as technical competencies that comprise specific knowledge and capabilities to perform related specialized tasks with the use of equipment and tools efficiently (Zaharim, 2009). Meanwhile, core skills also regarded as convergent adaptive competencies by Coyle-Rogers & Rogers (2001), are the skills required to effectively complete problem solving and practical application tasks, and include the following abilities: making decisions, generating alternate ways to do things, experimenting with new ideas and approaches, choosing the best solution, and setting goals. Skill acquisition process in a developing country like Nigeria should be in three stages: theoretical, practical and exposure to challenges (Peace, 2009).

Furthermore, the knowledge economy represents that part of a country's economy in which intangible resources become more important than tangible ones in creating social value and nation's



wealth (Bejinaru, 2016; Davenport & Prusak, 2000; Hadad, 2017; O'Dell & Hubert, 2011; Powell & Snellman, 2004). The knowledge workers process intangible resources which are quite different than the tangible ones used extensively in the industrial economy. Since knowledge and intellectual capital is non-linear in nature (Bratianu, 2010, 2018; Dombrowski, Rotenberg & Bick, 2013) thinking and decision making change the rules and new skills should be developed by the knowledge workers, managers and leaders (Bereiter, 2002; Bratianu & Vasilache, 2010; Mintzberg, 2004).

Thus, Business Education programme certainly has a role to play in ensuring sustainable development in the knowledge economy, through the acquisition of core skills. This role would require the Business Education graduate to possess divergent thinking and problem solving skills and innovative strategies in creating and sustaining jobs. It is against this backdrop that the researchers have set out to carry out a study to assess the adequacy of Business Education students' core skills required in the knowledge economy.

Statement of the Problem

One of the goals of NCE Business Education programme is the acquisition of both physical and intellectual skills which will enable individuals to be self-reliant and useful members of the society. It is the statutory duty of the Nigerian higher education to groom the required human capital through relevant manpower training, abilities, attitudes, skills and knowledge. An outstanding human capital assumption is that after finishing formal tertiary education, graduates should be able to make a successful transition from these institutions of higher learning to become productive workers, self-reliant entrepreneurs, responsible parents, good citizens, selfless leaders and live healthy lives. It is assumed also, that on graduation, young people could have developed additional skills through training and experience that could further enhance their opportunities, capabilities and success in their life endeavour (Abanyam, 2014).

Employability (core) skills are those skills that are supposed to be acquired by everybody in the industry. Industrial employers agreed that employability skill is crucial for their employees to be outstanding in their chosen occupation (Soo & Jumma'ayah, 2001). According to Ramlee (2002), some graduates of TVE usually master their technical skills but employers normally feel dissatisfied of their employees when it comes to employability skills because they lacked motivational skills, communication skills, inter-personal skills, critical thinking and problem solving, and entrepreneurship skills. Ali, Lang, Zainol & Mansor (2012) expressed that TVE graduates could not fulfil the needs and requirements of the employers because TVE curriculum is designed to prepare the graduates with basic knowledge and the practical skills acquisition, but the TVE graduates lack the skills and experience required by the employers (industries) in order to meet up with the demand of the 21st century workforce. The assessment of the adequacy of Business Education students' core skills required in the knowledge economy, is what necessitates the need for the study and hence the problem of the study.

Objectives of the Study

The main objective of this study was to make an assessment of the adequacy of Business Education students' core skills required in the knowledge economy. Specifically, the study sought to:

1. Ascertain the adequacy of creative skills required by Business Education students in the knowledge economy.
2. Examine the adequacy of information and communication technology skills required by Business Education students in the knowledge economy.
3. Identify the adequacy of marketing skills required by Business Education students in the knowledge economy.
4. Find out the adequacy of accounting skills required by Business Education students in the knowledge economy.

Research Questions

The following research questions were raised to guide the study:

1. How adequate are the creative skills required by Business Education students in the knowledge economy?
2. How adequate are the information and communication technology skills required by Business Education students in the knowledge economy?



3. How adequate are the marketing skills required by Business Education students in the knowledge economy?
4. How adequate are the accounting skills required by Business Education students in the knowledge economy?

Research Hypotheses

The following null hypotheses tested at 0.05 level of significance, were formulated for the study:

H₀₁: There is no significant difference in the mean responses of students of FCETU and NOCEN on the adequacy of creative skills required by Business Education students in the knowledge economy.

H₀₂: There is no significant difference in the mean responses of students of FCETU and NOCEN on the adequacy of ICT skills required by Business Education students in the knowledge economy.

Methodology

The design adopted for the study was a descriptive research design which is very good in eliciting responses from the respondents in order to assess the adequacy of Business Education students' core skills required in the knowledge economy. This study was carried out in Anambra State, which is a state located in the south-east geopolitical zone of Nigeria. The state is composed of 21 local government areas, with Awka as its capital city. Federal College of Education (Technical), is located in Umunze, Orumba South Local Government Area, while Nwafor Orizu College of Education, is located in Nsugbe, Oyi Local Government Area, respectively.

The population of the study was 315, which comprised of 182 NCE final year students of Business Education from Federal College of Education (Technical), Umunze (FCETU) and 133 NCE/Degree final year students of Business Education from Nwafor Orizu College of Education, Nsugbe (NOCEN), for the 2018/2019 academic session. The sample size of the study was 225, made up of 125 respondents of FCETU and 100 respondents of NOCEN, respectively. Taro Yamane's formula was used to estimate the sample size and thereafter, stratified proportionate random sampling technique was used to determine the overall sample size.

The instrument for data collection was a structured questionnaire, which was adopted in eliciting data from the respondents. The instrument comprised of two parts. Part A sought for demographic information of the respondents, while Part B contained items measured on a 4-point rating scale for the respondents' opinion statements. In the validation of the instrument, consultations were made with two experts in Measurement and Evaluation, and Business Education in Federal College of Education (Technical), Umunze, who vetted the items. Their corrections and suggestions were incorporated into the final copy of the questionnaire. Cronbach Alpha method was used to determine the internal consistency of the instrument. The reliability of the instrument obtained was 0.83, which was considered good enough to justify the usage of the questionnaire. The copies of the questionnaire were administered to the 225 respondents sampled for the study, by the researchers and two research assistants.

The descriptive statistics used for the study were mean and standard deviation. The mean value of 2.50 was used in taking decision. A mean value of 2.50 and above was considered as high, while a mean value of less than 2.50 was considered as low. The inferential statistics used for the study was the t-test. The real limit of number was used for interpreting the analyzed data as follows: Highly Adequate (HA): 3.50 – 4.00; Moderately Adequate (MA): 2.50 – 3.49; Slightly Moderate (SA): 1.50 – 2.9; Not Adequate (NA): 1.00 – 1.49

Presentation of Data and Results

The results of this study are presented in the various tables according to the research questions and hypotheses.

Research Question 1:

How adequate are the creative skills required by Business Education students in the knowledge economy?



Table 1: Mean responses and standard deviation on the adequacy of creative skills required by Business Education students in the knowledge economy.

S/N	Items	FCETU		NOCEN		Grand Mean	Remarks
		X ₁	SD ₁	X ₂	SD ₂		
1.	Identify business opportunities	3.25	0.84	3.05	0.86	3.15	MA
2.	Generate ideas suitable to the opportunities identified	3.16	1.02	3.02	0.79	3.09	MA
3.	Set appropriate business goals	3.12	0.86	2.92	0.82	3.02	MA
4.	Organize resources for goal attainment	2.81	0.89	2.86	1.03	2.84	MA
s5.	Implement plans for goal attainment	2.96	0.99	2.94	1.04	2.95	MA
6.	Evaluate all activities based on set goals	3.00	1.10	3.07	0.92	3.04	MA
7.	Make appropriate use of feedback	2.84	0.88	2.22	0.98	2.53	MA
8.	Solve both routine and non-routine problems	2.36	0.88	2.26	0.99	2.31	SA
9.	Possess analytical reasoning ability	3.23	0.82	3.24	0.82	3.24	MA
10.	Possess critical reasoning ability	3.13	1.03	3.04	1.02	3.09	MA
	Cluster Mean/SD	2.99	0.93	2.86	0.93	2.93	MA

Table 1 above presented the mean scores of the respondents on the adequacy of creative skills required by Business Education students in the knowledge economy. Item 8 recorded a mean score of 2.31, indicating slightly adequate. Meanwhile, items 1-7 and 9-10 respectively, recorded mean scores ranging from 2.84-3.24, indicating moderately adequate. Therefore, the table showed that the creative skills required by Business Education students in the knowledge economy, are moderately adequate.

Research Question 2:

How adequate are the ICT skills required by Business Education students in the knowledge economy?

Table 2: Mean responses and standard deviation on the adequacy of ICT skills required by Business Education students in the knowledge economy.

S/N	Items	FCETU		NOCEN		Grand Mean	Remarks
		X ₁	SD ₁	X ₂	SD ₂		
11.	Communicate fluently and effectively	2.81	0.96	2.24	0.98	2.53	MA
12.	Independently operate personal computer systems	2.90	0.99	2.60	0.92	2.75	MA
13.	Use word processing programs	1.76	0.94	2.39	0.97	2.08	SA
14.	Perform data analysis with a computer package	1.46	0.75	1.45	0.88	1.46	NA
15.	Access and use information from the internet	2.06	1.01	2.01	1.04	2.04	SA
16.	Use database programs	1.44	0.80	1.27	0.61	1.36	NA
17.	Use spreadsheet programs	1.47	0.84	1.23	0.63	1.35	NA
18.	Use desktop publishing software	1.46	0.88	1.37	0.82	1.42	NA
19.	Use of graphics and design programs	1.40	0.83	1.27	0.69	1.34	NA
20.	Use of web page editors	1.38	0.81	1.25	0.68	1.32	NA
	Cluster Mean/SD	1.81	0.88	1.71	0.82	1.76	NA



Results data in Table 2 above, presented the mean scores of the respondents on the adequacy of information and communication technology skills required by Business Education students in the knowledge economy. Items 11 and 12 recorded mean scores ranging from 2.53-2.75, indicating moderately adequate. Items 13 and 15-18 recorded mean scores ranging from 2.04-2.08, indicating slightly adequate. However, items 14 and 16-20 recorded mean scores ranging from 1.32-1.46, indicating not adequate. Therefore, the table showed that the ICT skills required by Business Education students in the knowledge economy are not adequate.

Research Question 3:

How adequate are the marketing skills required by Business Education students in the knowledge economy?

Table 3: Mean responses and standard deviation on the adequacy of marketing skills required by Business Education students in the knowledge economy.

S/N	Items	FCETU		NOCEN		Grand Mean	Remarks
		X ₁	SD ₁	X ₂	SD ₂		
21.	Ability to determine the extent to which products can sell	3.03	0.96	3.25	0.91	3.14	MA
22.	Ability to budget and forecast sales	2.71	1.17	3.06	1.05	2.89	MA
23.	Determine current trends in sales of products	2.87	0.89	2.92	1.07	2.90	MA
24.	Determine what customers need and supply of such goods	2.98	0.86	3.11	1.07	3.05	MA
25.	Interpret factors which indicate extent of and strength of competition	2.50	0.94	2.32	0.94	2.41	SA
26.	Appreciate consumer behaviour	2.93	1.06	2.63	0.90	2.78	MA
27.	Negotiate sales effectively	3.09	0.97	3.21	0.85	3.15	MA
28.	Use of sales promotion tools	2.95	1.04	2.94	1.05	2.95	MA
29.	Identify the right channel of product distribution	3.05	0.86	3.26	0.90	3.16	MA
30.	Identify the target market for the products	2.98	1.03	3.12	1.00	3.05	MA
	Cluster Mean/SD	2.91	0.98	2.98	0.97	2.95	MA

Table 3 above presented the mean scores of the respondents on the adequacy of marketing skills required by Business Education students in the knowledge economy. Item 25 recorded a mean score of 2.41, indicating slightly adequate. On the other hand, items 21-24 and 26-30 respectively, recorded mean scores ranging from 2.78-3.16, indicating moderately adequate. Therefore, the table showed that the marketing skills required by Business Education students in the knowledge economy, are moderately adequate.

Research Question 4:

How adequate are the accounting skills required by Business Education students in the knowledge economy?

Table 4: Mean responses and standard deviation on the adequacy of accounting skills required by Business Education students in the knowledge economy.

S/N	Items	FCETU		NOCEN		Grand Mean	Remarks
		X ₁	SD ₁	X ₂	SD ₂		
31.	Ability to cost projects effectively	2.80	1.00	2.39	0.95	2.60	MA
32.	Prepare and interpret financial statements	2.94	0.88	2.99	1.01	2.97	MA
33.	Prepare payroll and various deductions	3.05	0.93	2.85	1.08	2.95	MA
34.	Analyze sources of business funds	3.18	0.87	3.03	1.09	3.11	MA



35.	Process accounts receivable and accounts payable	3.21	0.91	3.02	0.96	3.12	MA
36.	Prepare daily cash reports	3.28	0.79	3.21	0.89	3.25	MA
37.	Post items to the ledgers and the trial balance	2.94	0.95	2.95	0.94	2.95	MA
38.	Keep debtors and creditors ledgers	3.20	0.86	3.29	0.84	3.25	MA
39.	Maintain sales and purchases records	3.13	0.91	3.24	0.92	3.19	MA
40.	Prepare bank reconciliation statements	2.95	1.01	2.87	1.04	2.91	MA
	Cluster Mean/SD	3.07	0.91	2.98	0.97	3.03	MA

Data from Table 4 above, presented the mean scores of the respondents on the adequacy of accounting skills required by Business Education students in the knowledge economy. All the ten items from 31-40, recorded mean scores ranging from 2.78-3.16, indicating moderately adequate. Therefore, the table showed that the accounting skills required by Business Education students in the knowledge economy, are moderately adequate.

Test of Hypotheses

Table 5: t-test analysis of the difference between the mean scores of students of FCETU and NOCEN, on the adequacy of creative skills required by Business Education students in the knowledge economy.

Category	N	X	SD	Df	SE	t-cal	t-crit	Decision
FCETU Students	125	2.99	0.93	223	0.12	1.08	1.96	Accept Null Hypothesis
NOCEN Students	100	2.86	0.93					

Table 5 showed that t-cal value is 1.08 and t-crit value is 1.96 at 0.05 level of significance. Since the t-cal value is less than the t-crit value, the null hypothesis that stated thus: There is no significant difference in the responses of students of FCETU and NOCEN on the adequacy of creative skills required by Business Education students in the knowledge economy, is hereby accepted.

Table 6: t-test analysis of the difference between the mean scores of students of FCETU and NOCEN, on the adequacy of ICT skills required by Business Education students in the knowledge economy.

Category	N	X	SD	Df	SE	t-cal	t-crit	Decision
FCETU Students	125	1.81	0.88	223	0.26	0.38	1.96	Accept Null Hypothesis
NOCEN Students	100	1.71	0.82					

Table 6 showed that t-cal value is 0.38 and t-crit value is 1.96 at 0.05 level of significance. Since the t-cal value is less than the t-crit value, the null hypothesis that stated thus: There is no significant difference in the mean responses of students of FCETU and NOCEN on the adequacy of ICT skills required by Business Education students in the knowledge economy, is hereby accepted.

Discussion of Findings

The research was carried out to assess the adequacy of Business Education students' core skills required in the knowledge economy. The findings from Table 1 showed that the creative skills required of Business Education students are moderately adequate in the areas of identification of business opportunities; generation of ideas suitable to the opportunities identified; setting of appropriate business goals; organization of resources for goal attainment; evaluation of all activities based on set goals; making appropriate use of feedback; and possession of both analytical and critical reasoning. Meanwhile, the findings also revealed that the creative skills required of Business Education students are slightly adequate in terms of solving both routine and non-routine problems. These findings were in consonance with Hisrich & Peters (2002), who pointed out that the difference between an entrepreneur and a manager is the interpersonal skills of the entrepreneur. It includes skills such as discipline, risk-taking, innovativeness, persistence, visionary leadership and being change-oriented.

The findings from Table 2 revealed that the ICT skills required of Business Education



students are not adequate to perform data analysis with a computer package; use database programs; use spreadsheet programs; use desktop publishing software; use of graphics and design programs; and use web page editors. However, the findings also showed that the ICT skills required of Business Education students are slightly adequate to use word processing programs; and access and use information from the internet. The findings also indicated that the ICT skills are moderately adequate to communicate fluently and effectively; and independently operate personal computer systems. The findings were in line with McEuen (2001) who stated, in particular, a lack of basic ICT knowledge as students spend a lot of time on simple ICT tasks, which indicate lack of adequate ICT skills. Sometimes, due to lack of skills, students use some of the ICT tools in most inefficient ways.

The findings from Table 3 indicated that the marketing skills required of Business Education students are moderately adequate in the areas of the ability to determine the extent to which products can sell; ability to budget and forecast sales; determining current trends in sales of products; determining what customers need and supply of such goods; appreciation of consumer behaviour; negotiation of sales effectively; use of sales promotion tools; identification of the right channel of product distribution; and identification of the target market for the products. On the other hand, the findings also revealed that the marketing skills required of Business Education students are slightly adequate in interpreting of factors which indicate extent of and strength of competition. The findings were in agreement with Stanton (2002) who stated that sales and marketing skills will keep the entrepreneur informed, knowledgeable and confident as to determine the most efficient method of physical distribution of goods.

The findings from Table 4 showed that the accounting skills required of Business Education students are moderately adequate in the ability to cost projects effectively; prepare and interpret financial statements; prepare payroll and various deductions; analyze sources of business funds; process accounts receivable and accounts payable; prepare daily cash reports; post items to the ledgers and extract the trial balance; keep debtors and creditors ledgers; maintain sales and purchases records; and prepare bank reconciliation statements. The findings were corroborated by Oladejo (2008) who stated that accounting skill is necessary for successful entrepreneurial and small business development in Nigeria. This is because the inability to install a proper accounting system would disallow business monitoring, reporting and performance evaluation that are germane to the business survival. Small business has failed in the past for ignoring this vital measurement apparatus.

Conclusion

The main objective of the study was to assess the adequacy of Business Education students' core skills required in the knowledge economy. Based on the findings of the study, it was concluded that the information and communication technology skills required of Business Education students are not adequate in the knowledge economy. Meanwhile, it was also concluded that the creative skills, marketing skills and accounting skills required of Business Education students are moderately adequate in the knowledge economy.

Recommendations

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

1. Business Education students should be mandated to develop viable business plans and feasibility studies before graduation, as this would bring out their creative and management skills and abilities for job and wealth creation.
2. Modern information and communication technology tools and resources should be provided for the Business Education students to operate with. Also, trained ICT personnel should be employed to handle the ICT units for effective impartation of knowledge and skills on the students.
3. The Students Industrial Work Experience Scheme (SIWES) should be extended to Business Education students in traditional (non-technical) colleges of education, so as to enable the students learn firsthand, the actual employability skills required in the world of work.



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

¹Adeniji, Oluwatobi Alex

Department of Technology and Vocational Education
Nnamdi Azikiwe University, Awka
alex.oluwatobi@gmail.com

²Okafor, Chinagolum Veronica

Department of Office Technology and Management
School of Business Education
Federal College of Education, (Technical) Umunze
okaforcv@gmail.com

Abstract

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

INTRODUCTION

Small and medium enterprises (SMEs) are recognized as important engines of growth and development in both developed and developing countries of the world due to the role they play in generating employment, stimulating growth and creating social cohesion. SMEs are a major part of the industrial economies and play a unique role in most country's industrial development. Their flexibility and quick adaptability to change make SMEs essential instruments capable of responding to the increasing globalization of businesses.

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

SMEs help to promote industrial development through the utilization of local resources,



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

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

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

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

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

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

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

Therefore, it becomes pertinent that entrepreneurs apply TQM in the management of their



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

Statement of the Problem

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

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

Method

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

PRESENTATION OF RESULTS

Research Question 1: What is the level of utilization of benchmarking principles in business operations by entrepreneurs in Oyo State?



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

S/N	Benchmarking Principles	X	SD	Remarks
1	Identifying SMEs that adopt best management in your area of business	2.20	0.68	Low Level
2	Visiting business sites of competing enterprises to study mode of operations	2.01	0.71	Low Level
3	Eliciting information from employees of competing enterprises on management innovations at their place of work	1.98	0.70	Low Level
4	Putting a benchmarking standard in place	2.11	0.72	Low Level
5	Reviewing current technologies relevant to business progress	2.09	0.69	Low Level
6	Using forecasting techniques relevant to business progress	2.44	0.88	Low Level
Cluster Mean		2.13		Low level

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

Research Question 2: What is the level of utilization of strategic planning principles in business operations by entrepreneurs in Oyo State?

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

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

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

Research Question 3: What is the level of utilization of employee training principles in business operations by entrepreneurs in Oyo State?

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

S/N	Employee training principles	X	SD	Remarks
14	Sponsoring employees for further training	2.40	0.75	Low level
15	Ensuring that new employees are properly oriented on the firm's culture and goals	2.09	0.88	Low level
16	Regularly organizing staff seminars to train employees on current trends in the firm's operation	2.18	0.77	Low level
17	Sponsoring employees to professional conferences to improve their skills	2.00	0.76	Low level
18	Regularly organizing workshops to expose employees to best practices	2.11	0.81	Low level
19	Organizing refresher course for employees	2.44	0.84	Low level
20	Implementing mentoring programmes for new employees	2.09	0.71	Low level
Cluster Mean		2.19		Low Level



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

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

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

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

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

Discussion of Major Findings

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

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

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

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

Conclusion

Based on the findings of the study, it is right to say that small and medium scale enterprise operators in Oyo State do not adequately apply total quality management principles in their business operations. This could be a major contributing factor to their minimal business and incessant folding up. It is therefore pertinent that SME entrepreneurs are made aware of the need to properly utilize TQM principles in their business operations.



Recommendations

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

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

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HUMAN RESOURCE DEVELOPMENT AND TRAINING: A TOOL FOR IMPROVING THE MANAGEMENT OF BUSINESS EDUCATION PROGRAMME FOR SKILLS ACQUISITION IN DELTA STATE

¹Udoye Rita N.

ritaudoeye@gmail.com
08037728952

²Egbule Collins N.

School of Business Education
Federal College of Education (Technical) Asaba, Delta State
egbule.collins@yahoo.com
08037966643

Abstract

The study examined human resource development and training as a tool for improving the management of business education programme for skills acquisition in Delta State. Two research questions guided the study and two hypotheses were tested. Descriptive survey research method was adopted for the study. The population of the study comprised all the 122 business educators in Delta State tertiary institutions. Instrument used for data collection was a structured questionnaire validated by three experts in education. The Cronbach alpha coefficient for the three clusters yielded co-efficient values of 0.88 and 0.78 for section B and C respectively with over-all co-efficient value of 0.83 which indicated that the instrument was deemed reliable for the study. The data collected from the respondents were analyzed using mean, standard deviation and t-test. Finding of the study revealed that organizing mentorship programme for business educators, organizing on the job training programmes in conjunction with experts, encouraging business educators to undertake studies on current business practices, organizing seminars for business educators were current trends in business education are discussed with other experts and encouraging business educators to attend conferences where they can trade ideas with colleagues among others are some of the human resource development practices for improving the management of business education programme for skills acquisition in Delta State. It was also revealed that the role of human resource development and training in improving the management of business education programme for skills acquisition in Delta state are that it exposes business educators to the latest techniques of teaching skills, improve the knowledge of business educators in their areas of specialization, creates an effective team of business educators who can handle the institutions challenges effortlessly, ensures the optimum utilization of management skills for the achievement of institutional goals and increases morale of business educators among others. Based on these findings it was recommended among others, that administrators of business education programme should consistently organize human resource development programmes for lecturers so as to keep them up to date with the latest trends in their areas of specializations

Keywords: Human Resource Development, Training, Management, Business Education, Skills Acquisition

Introduction

Education is the instrument that facilitates growth and development in any nation. Education is a tool that helps its recipient to meaningfully help themselves and positively contribute to the growth and welfare of their immediate community (Zite & Deebom, 2017). Education 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 (Obiete, Nwazor & Vin-Mbah, 2015). In support, Okoro (2018) stated that education is the practice of teaching and learning, in a school system in particular. Thus, education ensures the development of the human mind and their ability to function effectively in their society. In Nigeria formal education is carried out at three levels; primary, secondary and tertiary.



The tertiary level of education is the highest level of education in Nigeria. The tertiary level of education is the engine room of human capital development. The world depends on her graduates from tertiary institutions to form a core part of the human capital that stimulates economic development. In this light, the goals of tertiary education which stated that the nation's tertiary institutions shall be the cradle of national development by producing graduates who are well equipped with the prerequisite knowledge and skills to function effectively in the real world (Federal Republic of Nigeria (FRN), (2013). Okoro (2018) opined that tertiary education is the training received by students at the Colleges of Education, Polytechnics and Universities. The business education programme is an academic programme offered at the tertiary level of education in Nigeria that is geared towards empowering its recipients with business skills.

Business education is an aspect of vocational education that equips its recipients with technical, vocational, business and entrepreneurial skills needed for the world of work. According to Emesoba (2018), business education is a specialized phase of vocational education that prepares students to enter teaching and office occupation as capable and intelligent members of the labour force. Similarly, Njoku in Obiete, Nwazor and Vin-Mbah (2015; 1) opined that the goals of business education at the tertiary level of education include: to empower students with desirable skills, knowledge and value to perform specific functions so as to become self reliant; to help students appreciate the world around them and contribute maximally to the social and economic development of the nation; to empower student in such a way that the students will develop intellectual capability that would help them make informed decisions in all sphere of life; to help students become judicious spenders and develop proper values for the achievement of healthy living and growth of the nation; to understand the political framework of a nation so that students can contribute to the national and economic development of the nation. Sadly, the attainment of these goals has become a mirage. It has been suggested that the business education programme has failed to impart in its students the necessary practical skills needed for self-reliance and self employment (Obiete, Nwazor & Vin-Mbah, 2015). Nwanaka and Amahule (2011) observed that the skills acquisition process is conducted in the theoretical and practical levels. The theoretical stage has to do with the lesson carried out in the classroom. This involves general principles which apply to more than one situation. Practical on the other hand, may be by trial and error method and may involved doing something that is more physical applied to more specific situation. Nwanaka and Amahule (2011) further noted that the combination of theoretical and practical training will go a long way in facilitating skills acquisition. However, this has not been done well enough in the business education programmes in tertiary institutions in Delta State.

Scholars have suggested that some business education lecturers lack the necessary practical skills needed for successful business life so they cannot possibly teach what they do not know (Okoli & Azih, 2015). Okoro (2018) suggested that the business educators require constant training because of the evolving world we live in. Okoro noted that knowledge can be improved upon as advancement in technologies and increased globalization occur. Anioke (2013) opined that the current business education curriculum is highly theoretical and rhetorical in nature. Thus, the graduates of business education programme lack the skills and competencies needed for actual performance in the office. It is against this backdrop that the Okoro (2018) and Anioke (2013) called for the institution of training programmes that will lead to the development of business educators' capacity for improved skills acquisition.

Training refers to a systematic setup where employees are instructed and taught matters of technical knowledge related to their jobs. It focuses on teaching employees how to use particular machines or how to do specific tasks to increase efficiency. Peretomode and Peretomode (2011) defined training as a planned organizational efforts or activities concerned with helping an employee acquire specific and immediate useable skills, knowledge, concepts, attitudes and behaviour to enable him or her perform more efficiently and effectively on his present job. In the same vein, development refers to the overall holistic and educational growth and maturity of people in managerial positions. The process of development is in relation to insights, attitudes, adaptability and leadership. Human Resource Development (HRD) is the part of human resource management that specifically deals with training and development of the employees in the organization (Okoro, 2018). Human resource development is defined as the learning processes which are coordinated, for a particular period, and planned to achieve behavioural change. It includes such opportunities as employee training, employee career development, performance management and development, coaching, mentoring, succession planning, key employee identification, tuition assistance, and organization development. Uddin, Khan and Solaiman (2014) stated that Human Resource



Development (HRD) is a continuous process to acquire or sharpen capabilities required to perform various; functions associated with present and future needs of the job; develop their general capabilities as an individual and enable them; to exploit their inner potential; develop a congenial organizational climate in which vertical and contribute to the professional well being of employee. Some of the benefit of human resource development include exposing employees to the latest techniques and trends in their professional fields, ensures that the organization has an adequate number of managers with knowledge and skill at any given point, helps in the long-term growth and survival of the organization, creates an effective team of managers who can handle the organization issues without fail and ensures that the employees utilize their managerial and leadership skills to the fullest (Okifo, 2015 ; Peretomode & Peretomode, 2011). However, the extent to which exposure to human resource development practices will improve the management of business programme for skills acquisition in delta state has not be empirically ascertained. Hence, the need for this study. The main purpose of the study is to appraise human resource development and training as a tool for improving the management of business education programme for Skills Acquisition in Delta State. It specifically determined human resource development and training practices and the role of human resource development and training in improving the management of business education programme for Skills Acquisition in Delta State.

Statement of the Problem

The business education is an academic programme that is expected to equip its recipients with the necessary skills needed for business and entrepreneurial success. The programme is expected to produce employment and wealth creators as well as human capital for the nation. However, the programme appears to have failed in achieving these objectives in Delta State. It appears that the management of business education programme gives little consideration to the training of staff. This seems to have been evident in the mismatch between theory and practice. There are cases where business educators do not receive any form of training support from management for several years. This situation is a cause for concern because if business educators are not properly trained, then how can they be able to equip students with the required business ethics and skills?

Research Questions

The following research questions guided the study:

1. What are the human resource development and training practices for improving the management of business education programme for Skills Acquisition in Delta State?
2. What is the role of human resource development and training in improving the management of business education programme for Skills Acquisition in Delta State?

Hypotheses

The following hypotheses were tested at 0.05 level of significance:

1. There is no significant difference in the mean ratings of business educators in colleges of education and universities on the human resource development and training practices for improving the management of business education programme for Skills Acquisition in Delta State.
2. There is no significant difference in the mean ratings of business educators in colleges of education and universities on the role of human resource development and training in improving the management of business education programme for Skills Acquisition in Delta State.

Method

Descriptive survey research method was adopted for the study. The study was carried out in Delta State. The State has twenty five local government areas with six tertiary institutions offering business education programme namely; Delta State University, Abraka, Federal College of Education (Technical), Asaba, Federal College of Education (Technical), Agbor, Federal College of Education, Morsuger and Federal College of Education, Warri. The population of the study comprised all the 122 business educators in Delta State tertiary institutions. Instrument used for data collection was a validated four point rating scale questionnaire titled, "Human Resource Development Practices as a Tool for Improving the Management of Business Education



Programme Questionnaire (HRDPTIMBEPQ)". The instrument has two parts-one and two. Part 1 dealt with the type of institution of the respondents while part 2 contained 20 items in two sections of B and C according to the research questions. The Cronbach alpha coefficient for the three clusters yielded co-efficient values of 0.88 and 0.78 for section B and C respectively with over-all co-coefficient value of 0.83 which indicated that the instrument was deemed reliable for the study. Out of the 122 questionnaires distributed, 97 were returned. This amounted to 80% questionnaire return rate.

The data collected from the respondents were analyzed using mean, standard deviation and t-test. The mean value was used to provide answers to the three research questions while standard deviation was used to determine the harmony in opinions of the respondents. Any item with mean rating below 2.50 was regarded as disagreed while any item between 2.50 and above is agreed. The t-test was used to test the null hypotheses at 0.05 level of significance. The t-test was used to test the hypotheses. Where the calculated t value is less than critical value of t the hypothesis was accepted. Conversely, where the calculated t value is greater than or equal to the critical t value the null hypothesis was rejected.

Results

Research Question 1

What are the human resource development and training practices for improving the management of business education programme for skills acquisition in Delta State?

Table 1: Respondents Mean Ratings on Human Resource Development and Training Practices for Improving the Management of Business Education Programme for Skills Acquisition

S/N	Items on Human resource development practices	Mean	SD	Remark
1.	Organizing mentorship programme for business educators	2.67	0.76	Agree
2.	Organizing on the job training programmes in conjunction with experts	3.21	0.73	Agree
3.	Encouraging business educators to undertake case studies on current business practices	2.78	0.70	Agree
4.	Organizing seminars for business educators were current trends in business education are discussed with other experts	3.10	0.75	Agree
5.	Encouraging business educators to attend conferences where they can trade ideas with colleagues	3.35	0.81	Agree
6.	Setting up apprenticeship programme where business educators learn first-hand from experienced entrepreneurs.	2.50	0.77	Agree
7.	Organizing induction programmes for newly recruited business educators	2.65	0.68	Agree
8.	Sending business educators on field trips	2.54	0.72	Agree
9.	Organizing job rotation programme for business educators	2.72	0.66	Agree
10.	Sponsoring business educators for higher education programmes	2.88	0.76	Agree
	Cluster mean	2.84		Agree

Data in Table 1 reveal that business educators opine that items 1-10 with mean ratings ranging from 2.50 to 3.35 and standard deviations ranging between 0.66 to 0.81 are human resource development and training practices for improving the management of business education programme for skills acquisition in Delta State. The Cluster mean of 2.84 indicates that organizing mentorship programme for business educators, organizing on the job training programmes in conjunction with experts, encouraging business educators to undertake case studies on current business practices, organizing seminars for business educators were current trends in business education are discussed with other experts and encouraging business educators to attend conferences where they can trade ideas with colleagues among others were the human resource development practices for improving the management of business education programme for skills acquisition in Delta State.

Research Question 2

What is the role of human resource in improving the management of business education programme for skills acquisition in Delta State?



Table 2: Respondents Mean Ratings on the Role of Human Resource Development and Training in improving the Management of Business Education Programme for Skills Acquisition.

S/N	Items on Role of Human resource development and Training in improving the management of business education:	Mean	SD	Remark
1.	Exposes business educators to the latest techniques of teaching skills	3.12	0.78	Agree
2.	Improve the knowledge of business educators in their areas of specialization	3.08	0.79	Agree
3.	Creates an effective team of business educators who can handle the institutions challenges effortlessly	2.65	0.81	Agree
4.	Ensures the optimum utilization of management skills for the achievement of institutional goals.	2.90	0.77	Agree
5.	Increases morale of business educators	3.02	0.73	Agree
6.	Leads to positive work behaviour	2.76	0.72	Agree
7.	It increases business educators quality and productivity	2.74	0.70	Agree
8.	It increases the skills acquisition capacity of business education students	3.20	0.82	Agree
Cluster mean		2.93		Agree

Data in Table 2 reveal that business educators opine that items 1-8 with mean ratings ranging from 2.65 to 3.20 and standard deviations ranging between 0.70 to 0.82 are the role of human resource development and training in improving the management of business education programme for skills acquisition in Delta State. The Cluster mean of 2.93 indicates that the role of human resource development and training in improving the management of business education programme for skills acquisition in Delta state are that it exposes business educators to the latest techniques of teaching skills, improve the knowledge of business educators in their areas of specialization, creates an effective team of business educators who can handle the institutions challenges effortlessly, ensures the optimum utilization of management skills for the achievement of institutional goals and increases morale of business educators among others.

Hypothesis 1

There is no significant difference in the mean ratings of business educators in colleges of education and universities on the human resource development and training practices for improving the management of business education programme for Skills Acquisition in Delta State.

Table 3: Summary of t-test Analysis on Respondents Mean Ratings on the Human Resource Development and Training Practices for Improving the Management Of Business Education Programme for Skills Acquisition in Delta StateBased on type of Institutions

Variable	N	X̄	SD	df	α	t-cal.	t-crit.	Decision
Uni. Lecturers	17	2.86	0.73	95	0.05	0.68	1.96	Not Significant
COE Lecturers	80	3.31	0.81					

Data in Table 3 show that the calculated t-value of 0.68 at 95 degrees of freedom and at 0.05 level of significance is less than the critical value of 1.96. This shows that there is no significant difference in the mean ratings of business educators in colleges of education and universities on the human resource development and training practices for improving the management of business education programme for Skills Acquisition in Delta State. Therefore, the null hypothesis was accepted.

Hypothesis 2

There is no significant difference in the mean ratings of business educators in colleges of education and universities on the role of human resource development and training in improving the management of business education programme for Skills Acquisition in Delta State.



Table 4: Summary of t-test Analysis on Respondents Mean Ratings on the Role of Human Resource Development and Training Practices in Improving the Management of Business Education Programme for Skills Acquisition in Delta State Based on type of Institutions

Variable	N	X	SD	df	α	t-cal.	t-crit.	Decision
Uni. Lecturers	17	2.90	0.77	95	0.05	0.43	1.96	Not Significant
COE Lecturers	80	3.06	0.82					

Data in Table 4 show that the calculated t-value of 0.43 at 95 degrees of freedom and at 0.05 level of significance is less than the critical value of 1.96. This shows that there is no significant difference in the mean ratings of business educators in colleges of education and universities on the role of human resource development and training in improving the management of business education programme for Skills Acquisition in Delta State. Therefore, the null hypothesis was accepted.

Discussion

Finding of the study revealed that organizing mentorship programme for business educators, organizing on the job training programmes in conjunction with experts, encouraging business educators to undertake case studies on current business practices, organizing seminars for business educators where current trends in business education are discussed with other experts and encouraging business educators to attend conferences where they can trade ideas with colleagues among others are some of the human resource development practices for improving the management of business education programme for skills acquisition in Delta State. The findings are in agreement with Uddin, Khan and Solaiman (2014) who found that exposure of business teachers to such opportunities as employee training, employee career development, performance management and development, coaching, mentoring, succession planning, key employee identification, tuition assistance, and organization development would adequately equip business educators for effective management. In the same vein, Okoro (2018) revealed that human resource development training that will improve the administrative abilities of business education lecturers include on the job training, apprenticeship programmes, job rotation, vestibule training, role playing, orientation, induction, field trip, mentorship, seminar and workshop. Further, findings revealed no significant difference in the mean ratings of business educators in colleges of education and universities on the human resource development and training practices for improving the management of business education programme for Skills Acquisition in Delta State. This is in line with Uddin, Khan and Solaiman (2014) who found that the use of human resource development is imperative for effective skills development.

Finding on the second research question showed that the role of human resource development and training in improving the management of business education programme for skills acquisition in Delta state are that it exposes business educators to the latest techniques of teaching skills, improve the knowledge of business educators in their areas of specialization, creates an effective team of business educators who can handle the institutions challenges effortlessly, ensures the optimum utilization of management skills for the achievement of institutional goals and increases morale of business educators among others. The finding is in agreement with Okoro (2018) who revealed that through human resource development and training lecturers are equipped to inculcate the relevant ethics, skills, knowledge concerning the establishment and conduct of business enterprises without failure. This is because when lecturers are adequately trained both professionally and academically their quality and productivity increases. According to Okifo (2015), when institutions prioritize the development of the human element to maximize talents, skills and ability it will automatically lead improved quality and productivity. Furthermore, finding showed that of business educators in colleges of education and universities on the role of human resource development and training in improving the management of business education programme for Skills Acquisition in Delta State. This is in line with Okifo (2015) who noted that through human resource development and training employees are able to develop requisite skills, knowledge and attitudes that they can apply in carrying out the task of achieving institutional goal and objectives.

Conclusion

Based on the findings of the study, the researchers conclude that human resource development and training is an effective tool for improving the management of business education for skill acquisition. This is because exposing business educators to human resource development and



training programme will help to develop their skills and attitude for management of business education programme. Human resource development programmes like organizing on the job training, apprenticeship programmes, job rotation, role playing, orientation, induction, field trip, mentorship, seminar and workshop would help to facilitate the transfer of the needed skills and achievement of the goals of business education programme.

Recommendations

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

1. Administrators of business education programme should consistently organize human resource development programmes for lecturers so as to keep them up to date with the latest trends in their areas of specializations.
2. The federal and state governments should regularly make funds available for the organization of human resource development programmes for lecturers in tertiary business education. Also, administrators of business education should always seek to collaborate with the private sector in the areas of funding and professional development of the business education programme.

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ASSESSMENT OF BUSINESS EDUCATORS' EFFECTIVENESS IN USING DEMONSTRATION AND FIELD TRIP TEACHING STRATEGIES IN SECONDARY SCHOOLS IN IKEDURU L.G.A OF IMO STATE

¹MBAEGBU, R.E.V.
08037578585

roseyebymbaegbu@gmail.com

²PETERS C.B.
08069479674

³ONYEGBOSI LILIAN N.
08038775450

Lily.amaechi@gmail.com

Alvan Ikoku Federal College Of Education, Owerri

Abstract

The study focused on Assessment of Business Educators' Effectiveness in Utilizing Demonstration and Field-trip Teaching Strategies in Secondary Schools in Ikeduru L.G.A of Imo State. Two research questions were posed in line with the two (2) specific objectives to guide the study with one null hypothesis tested at 0.05 level of significance. The population consisted of thirty four (34) business educators in secondary schools in Ikeduru L.G.A. Research Survey design was used and instrument for data collection was the questionnaire containing 22 items related to how effective business educators in secondary schools use demonstration and field-trip teaching strategies in the discharge of their duties. The instrument was validated by experts and the reliability co-efficient established was 0.84 index, using Crombach Alpha Analysis. The data collected were analyzed using Mean and T-test statistics rating. The result revealed that the business educators in secondary schools in Ikeduru Local Government Area were effective in the use of demonstration teaching strategy while they were ineffective in using field trip teaching strategy. Based on the findings, and conclusion made, it was recommended among others that school authorities should emphasize more on excursion as internal academic programme that should be embarked on termly, the government should make available fund and other facilities for practical to the schools as well for the students' accessibility.

Keywords: Business Educators, Demonstration, Field-trip, Strategies

Introduction

Business educators are graduates of business education programme, a programme that is an aspect of general education meant to prepare individuals for gainful employment through the acquisition of skills and knowledge needed in business world. The National Commission for Colleges of Education (NCCE) Minimum Standards (2012) specifies the objectives for business education programme of colleges of education in the country to include among others:

- To produce well-qualified and competent National Certificate in Education {NCE} graduates in business subjects who will be able to teach in secondary schools.
- To equip students with necessary competencies so as to qualify them for a post NCE degree programme in business education.
- 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.
- To produce NCE business teachers who will be able to inculcate the vocational aspects of business education into the secondary school students.



Based on the minimum standards specification, Iwu (2016), described business education as that aspect of vocational and technical education specially designed to provide an individual with knowledge and occupational skills that will enable him/her fit into a job and find satisfaction in the labour market. Basically, the primary goal of business education is to produce competent, skillful and dynamic business educators, office administrators, secretaries and business men and women that will effectively compete in the world of work.

The achievement of this National Commission for Colleges Education (NCCE) objectives is through the use of teaching strategies by the business educators that will enable the students acquire the required skills and knowledge. Okolo (2010) was of the view that if business education objectives are to be achieved generally, emphasis must be placed on the quality of content instructions and competency of the instructors who implement the education content instructions.

Teaching strategies could be referred to as methods or approaches used to impact learning activities that help students to learn the desired course content. They are the teaching structures, techniques and procedures which a teacher adapts during instruction delivery. According to Ezeabii and Obayi (2008), teaching strategies are the formal exposition of a desired teaching content by the teacher and effective use of quality teaching strategies ensure that learners come out of school as better citizen with sufficient skills to secure either paid or self-employed job. Okolocha and Ile (2011), emphasized that teaching strategy when properly matched with the objectives of a course of study, helps to stimulate students active learning through reflective thinking in areas of discussion, seeing, writing and doing as the students go through the course content with the teacher as the facilitator.

It is then obvious that when a teacher makes adequate use of appropriate teaching strategy to stimulate students' mind/interest for learning, such act goes a long way to enhance effective learning and proficiency. Business educator therefore, should be a master of his/her subject area and should be able to make effective use of various teaching strategies in delivery instructions for efficient outcome, more so, as teachers are seen as the hub of education process and if education unlock the doors to modernization, progress and development, then it is the teacher who holds the key to the doors.

The effectiveness of any strategy depends on the positive output. For a particular teaching strategy to be tagged appropriate and effective, it has to be in relation with the characteristic of the students and the type of learning it is supposed to bring out as the end-result. Puilato and Ulrich (2014) in their view see teaching strategies which have been in use for the teaching of business subjects to include lecture, inquiring and discussion strategies. These strategies however do not seem to be yielding the expected results. Umar, Abdullahi and Hassan (2015) advocated for the use of activity stimulating and student-centered teaching strategies such as demonstration and field trip (excursion) which involve showing, doing and telling students the point of emphasis that will influence their behavioral pattern, while the author suggests that, in teaching of practical skill acquisition courses, it is very appropriate to adopt a teaching method that can bring out the production process and exploration of materials into the classroom settings. They further stressed that regular embarking on excursion, use of apprenticeship system, use of models, computer simulations and cooperative training programmes are relevant alternatives to the teaching of practical skills in schools.

According to Dorgu (2015), demonstration teaching strategy exposes the students to practical and true life activities with physical materials that will illustrate some meaning to the students' cognitive domain as well as impart psychomotor skill, while the field trip exposes the student group out of the classroom and school environment to the actual source of information in order to attain instructional objectives. Dorgu (2015) further stated that the gain of using these teaching strategies lie in the fact that they bridge the gap between theory and practice as well as help to generate and sustain students' interest in their study or a particular subject.

Statement of the Problem

Business educators are teachers who have been trained in business education programme and who are expected to inculcate the vocational aspects of education to secondary school students alongside other objectives of business education. Events have eventually continued to show that students who offer business subjects in secondary schools do not perform creditably well in that field of study. Ojo (2011) attributed the poor performance of Business studies students to deficiency in the teaching strategies used by their teachers which has been more of lecture method. It appears that business educators' teaching strategies influence of the traditional method which restricted effective skill acquisition still holds sway in the present dispensation. The teachers appear to be facing difficulties such as technology-driven disruption and proper teaching method application (Irukaku and



Noeleen, 2018). Innovative teaching strategies which are more of problem-solving oriented, such as collaborative, demonstration, socratic and field trip strategies are not yet widely recognized and utilized for teaching business subjects.

Teaching is meaningful and effective if the teacher is skillful, knowledgeable and makes use of appropriate teaching strategies that are innovative and problem-solving oriented. Therefore, the aim of this study is to assess how effective business educators use demonstration and field trip strategies in teaching in secondary schools in Ikeduru L.G.A. of Imo State.

The general objective of the study was to assess business educators' effectiveness in using demonstration and field trip teaching strategies in selected secondary schools in Ikeduru L.G.A of Imo State. Specifically, the study was out to:

1. Examine the effective use of demonstration as a teaching strategy by business educators in Ikeduru secondary school.
2. Ascertain the effective use of field trip as a teaching strategy by business educators in Ikeduru secondary school

Research Questions

The study was guided by the following research questions:

1. How effective do business educators in secondary school in Ikeduru L.G.A use demonstration as a teaching strategies.
2. How effective do business educators in secondary school in Ikeduru L.G.A use field trip as a teaching strategy.

Research Hypothesis

The following null hypothesis was formulated and was tested at 0.05 level of significance;

1. There is no significant difference between mean response of male and female business educators on the effective use of demonstration and field-trip as a teaching strategy in secondary schools in Ikeduru L.G.A of Imo State.

Methods

The study adopted survey design to assess the business educators' effectiveness on the use of demonstration and field trip as teaching strategies. The population of the study comprised thirty (four) 34 business educators in selected secondary schools in Ikeduru L.G.A of Imo State that are offering Business Studies. The instrument for data collection was a structured questionnaire with four point scale rating of very effective (4), effective (3), ineffective (2) and very ineffective (1) which was face and content validated by two experts from Alvan Ikoku Federal College of Education, Owerri and the reliability co-efficient was determined by administrating 20 copies of the instrument to five selected secondary schools in Aboh Mbaise L.G.A. of Imo State Crombach Alpha analysis was used and it yielded 0.84 index.co-efficient. The researchers personally administered copies of the questionnaire on the respondents after briefing them on the purpose of the study.

The data collected were analyzed using the mean to answer the research questions and any item with mean valued above 2.5 was regarded as effective, while any item with less than 2.50 was regarded as ineffective. The null hypothesis was tested with t-test at 0.05 level of significance and if the calculated t-table value was equal or greater than the critical table value, the null hypothesis was rejected but if the cal-table was less than the critical value, the hypothesis was accepted.

Results

The results of the data collected and analysed are shown in table 1 and 2 below;

Table 1:Rating of Business Educators' effectiveness in using demonstration teaching strategy. M=34

S/N	DEMONSTRATION STRATEGY ITEMS I/C	X	REMARK
1	Identify topics that require demonstration	2.92	Effective
2	Items for demonstration arranged properly as not to distract students from its benefits	2.57	Effective
3	Applying demonstration strategy to teach practical topics	2.52	Effective
4	Organizing the students suitably well so as to allow each of them to observed without hindrance	2.55	Effective
5	Distinguishing between slow and fast learners in class	3.42	Effective



6	Limiting the demonstration to related activities one at a time with clear emphasis	2.44	Ineffective
7	Allowing learners to try their hands on the demonstration exercise/project	2.53	Effective
8	Asking the learners questions and allowing them to answer with demonstration	2.60	Effective
9	Summarizing the procedure at the end by demonstration	2.41	Ineffective
10	Giving the students opportunity to perform the operation where possible	1.47	Ineffective
	Grand mean	2.54	Effective

Analysis in table 1 showed that the mean responses of the ten items on the demonstration strategy of teaching ranged from 1.47 to 3.42. However, items 6 and 9 were assessed as ineffective, while item 10 was very ineffective. The grand mean of the result was 2.54 which depicts that the business educators effectively use demonstration teaching strategy in secondary schools in Ikeduru L.G.A. of Imo State.

Table 2: Mean responses of Business educators' effectiveness in using field trip strategy for teaching.

S/N	Field trip Strategy	Mean	Remark
1	Discovering various topics in the scheme that require field trip experienced	2.74	effective
2	Arranging the topics/units into components for easy excursion trips	2.51	Effective
3	Identifying relevant institutions for the class visit	2.24	Ineffective
4	Discussion with the school authority and stakeholders on intended action for approval for field trip.	2.04	Ineffective
5	Visiting establishments to seek audience	1.89	Ineffective
6	Arranging for the field trip with relevant units in schools and the students with adequate transport and security of students	1.73	Ineffective
7	Fixing appropriate time for the field trip	1.89	Ineffective
8	Educating the students on their visit and attitude/things required from them during the trip	2.10	Ineffective
9	Preparing questions for students and units heads of the establishment during the visit	1.92.	Ineffective
10	Giving students opportunity to discuss their experience of the field trip	1.78	Ineffective
11	Encouraging students to develop notes based on their views and benefits of the trip	1.93	Ineffective
12	Evaluating the students ability and comprehension of the things and areas visited by asking questions relative to the topic	2.09	Ineffective
	Grand mean	2.07	Ineffective

Table 2 showed that the mean rating of the 12 respondents on effective use of field trip as a teaching strategy by business educators in secondary schools ranged from 1.78 to 2.74. The grand mean was 2.05 which fell within ineffective category. This implied that business educators were ineffective in the use of field-trip as teaching strategy for business studies in some secondary schools in Ikeduru L.G.A. of Imo State.



Results of Hypothesis

Table 3. T.test result of the mean responses of male and female business educators on effective use of demonstration and field-trip as teaching strategies.

Gender	N	X	SD	DF	T-CAL	T-CRIT	DECISION
Male	10	3.25	0.52	32	0.136	1.96	Retained
Female	24	3.40	0.78				

Table 3 showed that the male respondents had mean of 3.25 and standard deviation of 0.52, while the female respondents had mean of 3.40 and standard deviation of 0.78. The t-calculation of 0.136 was less than the t-critical value of 1.96 at 0.05 level of significance, therefore, the null hypothesis was not rejected, which implies that demonstration and field trip teaching strategies effective usage responses of both male and female business educators in secondary schools in Ikeduru are the same.

Discussion of Findings

The findings in table 1 showed that business educators' effectively use demonstration strategy in teaching business subjects in selected secondary schools in Ikeduru as the grand mean score was 2.54. Demonstration teaching method is a very strong method of teaching that combines showing and doing activities for the development of student's psychomotor domain and most business subjects require practical. This supported the view of Musa (2015) who opined that demonstration method was better than the conventional lecture method for improving student's performance in financial accounting which is one of the business education courses.

Mean responses of the respondents on the 12 items presented in table 2 showed that business educators in secondary schools in Ikeduru, were not effectively using field trip as teaching strategy for business subjects. The grand mean scores was 2.04 which was within the ineffective region. This was in contrast to the view of Osuala (2004) which stated that for effective use of field-trip strategy, students and their teachers should often travel to firms capable of providing a useful practically and illustrative activities related to things targeted in classroom. In agreement, the researcher explain that the field trip exercise could make lesson more attractive and by doing, students comprehend more with the trip activities, that expose them to real-life events and knowledge.

The data on gender in table 3 showed that there was no significant difference between the male and female business educators in the effective use of demonstration and field trip as teaching strategy in secondary schools in Ikeduru L.G.A. The test of the hypotheses revealed that the t-cal value of 0.136 was less than the t-crit of 1.96. Therefore, the null H₀ was accepted. This means that business educators' opinion does not differ in the use of the teaching strategies irrespective of their gender. This supports the assertions of Shorinola (2014) that Business Education has positive effects on the future career through the physical and mental skills, ability and competence demanded by such profession regardless of the recipient's sex.

Conclusion

Demonstration and Field-trip are pro-active teaching strategies and from the findings and evidence adduced in the study, it was shown that business educators use demonstration strategy in their teaching of business subjects in secondary schools, while they don't so much use the field trip method in their teaching exercise. The educator's inability to make effective use of these appropriate and efficient teaching strategies resulted in hindering the achievement of the objectives of business education programme in secondary schools. However, it must be emphasized that these two teaching strategies, especially the field-trip is very necessary if the desired result is to be obtained in equipping the students with skills and knowledge required of them to perform in office/business enterprises. Although, it might be very tasking and expensive which often discourage both teachers and school authorities as well as parents. The field trip which is also called excursion needs money to enable schools embark on it, and findings as we all know, has never been a "sweet-tale" in Education.

Recommendations

Having established the fact that business subjects cannot be taught effectively without demonstration, field-trip and other technology-driven teaching strategies, the following recommendations were made in line with the stated objectives;



1. Business educators should be encouraged to use demonstration methods in teaching business subjects since the students learn more faster using practical activities;
2. The school authority and the agencies concerned should revisit the curriculum to emphasis Excursion as academic program that must be embarked on at least once every term to relevant industries and workplaces.
3. Funding of business education programme should be given priority by the Government and education authorities.

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ADEQUACY OF HUMAN AND MATERIAL RESOURCES FOR TEACHING CORE BUSINESS EDUCATION SKILL COURSES IN ENTREPRENEURIAL CENTRES IN TERTIARY INSTITUTIONS IN SOUTH-EAST, NIGERIA.

Paul-Mgbeafulike V. S. (Phd)

*benjaminike05@mail.com
Department of Technical and
Vocational Education,
Nnamdi Azikiwe University,
Anambra State.*

Abstract

The study examined the adequacy of human and material resources for teaching core business education courses in entrepreneurial centers in tertiary institutions in South-East, Nigeria. Two research questions and two hypotheses were developed to guide the study using descriptive survey research design. The population for the study comprised all the 226 Business educators (lecturers/instructors) across public tertiary institutions that offer Business Education in South-East, Nigeria. The entire 226 Business educators were involved as respondents, hence, there was no sampling for the study. Instrument for data collection was a structured questionnaire titled "Adequacy of Institutional Entrepreneurial Centers for Effective Instructions in Business Education programme Questionnaire (AIECEIBEPQ)". The instrument was face-validated by three experts, two from Business Education Department and one from measurement and evaluation, all from Ebonyi State University Abakaliki. The reliability of the instrument was ascertained by trial testing 15 copies of the questionnaire on Business educators from University of Benin, Edo State. Data collected from the trial testing were analyzed using Cronbach Alpha reliability technique which yielded reliability coefficient of 0.83 for cluster one and 0.76 for cluster two. Out of the 226 copies of questionnaire administered to the 226 Business educators, 215 were completely filled and returned indicating 95.1% return rate. The data collected were analyzed using mean and t-test statistics. The study found that the quality of available Business educators for instruction in entrepreneurship centers and equipment are grossly inadequate. There is no significant ($p < 0.05$) difference in the mean ratings of the responses of Business Educators from Universities and Colleges of education on adequacy of Business educators and required equipment in entrepreneurial centers for teaching core Business Education skill courses. The study recommended that: there should be increased involvement of highly competent and experienced Business educators and adequate provision of relevant equipment for quality instruction in entrepreneurial centers in favour of business education programme in the tertiary institutions in South-east Nigeria.

Keywords: *Human, material resources, business education, entrepreneurial, tertiary institutions.*

Introduction

Business education is the type of vocational education that bothers about businesses, training of learners to use his head, heart and hand to earn a living either as self or paid employee in business careers. According to Edokpolor and Owenbiugie (2017), Business education is one of the occupational areas that are richly provided by vocational and technical education in Nigeria. It is referred to as a programme of instruction that offers various skills in accounting, marketing and Office Technology and Management (OTM). According to Ajisafe, Bolarinwa and Edeh (2015), major topics in Business education include: office practice, book keeping, business mathematics, business communication, secretarial duties, word processing, advertising, among others. Edokpolor and Egbri (2017) had stipulated that the actual goals of business education include: preparation of students for specific career in office occupations, exposing



students with knowledge about business and equipping students with the requisite skills for job creation and entrepreneurship.

Entrepreneurship deals with effort to equip trainees with the willingness and ability to seek for investment opportunities, to establish and to run an enterprise successfully. Entrepreneurship in the opinion of Baba (2013) deals with the teaching of starting a business, arranging the business deals and take risks in order to make profit through the education skills. Entrepreneurship skills prepare learners to be accountable and innovative persons who become entrepreneurs and contribute to development and sustainability of their communities. It provides opportunities for youths to be experienced, acquire entrepreneurial knowledge, skills, and attitudes including opportunity recognition, idea creation and marshalling resources in face of risk to chase opportunities, venture creation and operation, creativity and critical thinking (Okolie, et al, 2014). According to Akhuermonkhan, Raimi and Sofoluwe (2013), acquisition of entrepreneurship skills has continued to feature as a captivating theme in local summits and international conferences because of its potency as tool for mitigating unemployment and other social-economic challenges inhibiting sustainable development in all parts of the globe. Inyannah (2002) described entrepreneurship skills as skills related to creativity, innovation, personal characteristics, invention, practical skills and marketing. These skills enable graduates to become self-employed entrepreneurs in the management of small and medium scale businesses on graduation. The achievement of the goals of business education cannot be realized without adequate supply of human and material resources for programme implementation.

At tertiary institution level, the human resources are lecturers, instructors and other school personnel that constitute the central figure in the curriculum implementation process. Hence, any issue bothering on the quality and competence of the human resources has direct effects on the quality of service they render to ensure effective curriculum implementation process in Business education and entrepreneurship skill training. Olayide and Heady (1982) described human resources as labour and entrepreneur which are responsible for decision making and planning of activities in organization. Bediako (2019) affirmed that the assumption behind the success of educational instruction is a function of the abilities and skills of the academic staff. The performance and efficiency of human resources in school can among other things depend on the extent of adequacy of required equipment and facilities which constitute the material resources for work. On the other hand, Ezenwa and Patrick (2000) defined material resources as assets in form of material possessions or anything of material value or usefulness that is owned by a person, an enterprise or company for production of goods and services. These include; buildings, machines, tools, instructional materials, equipment, finance, time and so on.

Dickson and Weaver (2008) observed that the increasing rate of unemployment among Nigerian graduates seems to be a cross and a burden to the three tier of government as they continuously initiate different programmes aimed at creating jobs and reducing unemployment and poverty. One of such programmes is the directive given to National Universities Commission to encourage all universities and tertiary institutions to establish entrepreneurship centers and linkage programmes (Ogundale, Akingbade & Akinlabi, 2012). Entrepreneurship centers are targeted to provide necessary skill training to students of tertiary institutions for gainful, self and paid employment on graduation. Unfortunately, the above objectives appear to be far from reality. Despite the establishment of entrepreneurship centers, instructions in Business education seem not to be producing the desired expectations which call for query of the adequacy of the human and material resources in the system. It is the quest for the cause of



this failure that this study was instigated to investigate adequacy of human and material resources for teaching core Business education skill courses in entrepreneurial centers in tertiary institutions in South-East, Nigeria.

Purpose of Study

The broad purpose of the study was to examine the adequacy of human and material resources for teaching core business education courses in entrepreneurial centers in tertiary institutions in South-east, Nigeria. Specifically, the study examined the:

1. Adequacy of Business educators for teaching core Business education skill courses in entrepreneurial centers in tertiary institutions in South-East, Nigeria.
2. Adequacy of required equipment in entrepreneurial centers for teaching core Business Education skills in tertiary institutions in South-East, Nigeria

Research Questions

In line with the specific purposes of the study, the following research questions were answered:

1. How adequate are Business educators for teaching core business education skill courses in entrepreneurial centers in Tertiary Institutions in South-East, Nigeria.
2. How adequate are required equipment in entrepreneurial centers for teaching core business education skill courses in Tertiary Institutions in South-East, Nigeria?

Hypotheses

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

- H0₁:** There is no significant difference in the mean ratings of Business educators from Universities and Colleges of education on adequacy of Business educators for teaching core business education skill courses in entrepreneurial centers in Tertiary Institutions in South-East, Nigeria.
- H0₂:** There is no significant difference in the mean ratings of Business educators from Universities and Colleges of education on adequacy of equipment in entrepreneurial centers teaching core Business education skill courses in tertiary institutions in South-East, Nigeria.

Methods

The study was carried out to examine the adequacy of human and material resources for teaching core Business education courses in entrepreneurial centers in Tertiary Institutions in South-East, Nigeria. To achieve the broad purpose, two research questions were developed and answered by the study while two hypotheses were formulated and tested ($p < 0.05$). The study adopted descriptive survey research design. Descriptive survey, according to Rouse (2019) is a research design that deals with collection of data by asking individuals questions either in person, on paper, by phone or online using questionnaire through primary research which is the gathering of first-hand data from its source. Tanny (2018) described survey research design as a procedure in quantitative research in which investigators administer questionnaire to a sample or to the entire population of people to describe the attitudes, opinions, behaviours, or characteristics of the population. In this study, structured questionnaire was administered to Business educators from Tertiary Institutions in South-East Nigeria for data collection.

The population for the study comprised all the 226 Business educators (lecturers/instructors) across public tertiary institutions that offer Business education in South-East, Nigeria. Due to the manageable size of the population, the entire 226 Business educators were involved as respondents, hence, there was no sampling for the study. The data for the



study was collected using a structured questionnaire titled “Adequacy of Institutional Entrepreneurial Centers for Effective Instructions in Business Education programme Questionnaire (AIECEIBEPQ)”. The instrument consists of two parts, (A and B). Part A was designed to elicit data on the adequacy of Business educators in the entrepreneurial centers while Part B was designed to elicit data on the adequacy of required equipment in entrepreneurial centers. The response options for the instrument are: Very Adequate (VAD); Adequate (AD); Inadequate (IA) and Very Inadequate (VIA) with corresponding values of 4, 3, 2 and 1 respectively. The instrument was subjected to face validation in order to ensure its proper wordings as well as to determine its adequacy and appropriateness for the study. Three experts, two from Business Education Department and one from Measurement and Evaluation, all from Ebonyi State University Abakaliki, were used for the face validation exercise. After the validation, the instrument was amended to reflect the experts’ opinions, contributions, suggestions, comments and recommendations to improve the quality of the instrument for data collection.

The reliability of the instrument was ascertained by trial testing 15 copies of the questionnaire to 15 Business educators from University of Benin, Edo State. Data collected from the trial testing were analyzed using Cronbach Alpha reliability technique which yielded reliability coefficient of 0.83 for cluster one and 0.76 for cluster two. Data were collected using personal contact approach with the help of 9 research assistants. Out of the 226 copies of questionnaire administered to the 226 Business educators, 215 were completely filled and returned indicating 95.1% return rate. The data collected were analyzed using mean and standard deviation for answering the two research questions while t-test statistics was used to test the hypotheses at 0.05 level of significance. Using boundary limit of numbers, mean values on items within the real limit of 3.50 – 4.00 were interpreted as Very Adequate (VAD); those mean values within 2.50–3.49 were interpreted as Adequate (AD); mean values within 1.50–2.49 were interpreted as Inadequate (IA) while those items with mean values of 1.00 – 1.49 were regarded as Very Inadequate (VIA). The hypothesis of no significant difference was accepted when the p-value was greater than the 0.05 level of significance but rejected when the p-value was less than the 0.05 level of significance but rejected.

Results

Research Question One

How adequate are Business educators for teaching core business education skills courses in Entrepreneurial Centers in Tertiary Institutions in South-East, Nigeria.

The data for answering research question one are presented in table 1.

Table 1: Mean Ratings of Respondents on Adequacy of Business Educators for Teaching Core Business Education Skill Courses in Entrepreneurial Centers in Tertiary Institutions in South East, Nigeria (N=215)

SN	How adequate are:	\bar{x}	SD	Rmks
1	Highly experienced Business education lecturers (Professors and Chief Lecturers) involved in teaching core business education skilled Courses	2.34	0.84	INA
2	Associate Professors of business education involved in teaching core business education skilled courses	2.22	0.67	INA
3	Senior Lecturers in business education involved in teaching core business education skill courses	2.20	0.82	INA
4	Lecturer 1 in business education involved in teaching core business education skill courses	2.27	0.86	INA



5	Lecturer II in business education involved in teaching core business education skillcourses			
6	Assistant Lecturers in business education involved in teaching core business education skillcourses			
7	Business Education Graduates Assistants involved in teaching core business education skillcourses			
8	Business Education Technologists involved in teaching core business education skillcourses			
		2.58	0.78	ADQ
		2.67	0.75	ADQ
		2.72	0.73	ADQ
		2.80	0.60	ADQ
GrandMean		2.48 0.76INA		

Note: \bar{x} = Mean, SD = Standard Deviation, ADQ = Adequate; INA = Inadequate.

The data presented in Table 1 above revealed that the mean ratings of the responses of the respondents on items 1, 2, 3 and 4 are 2.34, 2.22, 2.20 and 2.27 respectively which fell within the boundary limit of 1.50 - 2.49 on 4-point rating scale. This indicates that the four items of business educators are “inadequately” provided for teaching core business education skill courses in entrepreneurial centers in Tertiary Institutions in South-East, Nigeria. On the other hand, the mean values of the remaining four items in the table, specifically, items, 5, 6, 7 and 8 are 2.58, 2.67, 2.72 and 2.80 respectively which are within the boundary limit of 2.50-3.49 on 4-point rating scale. This implies that the remaining four items of business educators are “adequately” provided for teaching core business education skill courses in entrepreneurial centers in Tertiary Institutions in South East, Nigeria. The standard deviation values of the 8 items in the table ranged from 0.60 to 0.86 which indicated that the responses of the respondents were close to the mean and one another.

Hypothesis One

H0₁: There is no significant difference in the mean ratings of Business educators from Universities and Colleges of education on adequacy of Business educators for teaching core Business education skills courses in entrepreneurial centers in tertiary institutions in South-East, Nigeria.

Data for testing hypothesis one are presented in Table 2 below

Table 2: Test of Significant Difference in the Mean Ratings of Business educators from Universities and Colleges of education on adequacy of Business educators for teaching core Business education skills courses in entrepreneurial centers.

Variables	N	X	SD	DF	Std. Error	t-cal	P-value	Level of sig.	Rmks
Bus. Ed in Universities	92	2.48	0.76	213	0.18	0.37	0.51	0.05	NS
Bus. Ed in COE	123	2.46	0.74						

Note: NS = Not Significant at 0.05.

The result presented on the t-test statistics in Table 2 shows the p-value of 0.51 was greater than 0.05 level of significance and at 213 degree of freedom. This indicates that there was no significant ($p < 0.05$) difference in the mean ratings of the responses of Business Educators from Universities and Colleges of education on adequacy of Business educators for teaching core Business education skills courses in entrepreneurial centers in tertiary institutions in South-East, Nigeria. Hence, the null hypothesis of no significant ($p < 0.05$) difference in the mean ratings of the



responses of Business educators in Universities and Colleges of education is accepted on hypothesis one.

Research Question Two

How adequate are required equipment in entrepreneurial centers for teaching core Business education skill courses in tertiary institutions in South-East, Nigeria?

The data for answering research question two are presented in Table 3 below.

Table 3: Mean Ratings of Respondents on Adequacy of Required Equipment for Teaching Core Business Education Skill Courses in Entrepreneurial Centers in Tertiary Institutions in South East, Nigeria (N=215)

SN	How adequate are:	\bar{x}	SD	Rmks
1	Desktop computers	2.29	0.74	INA
2	Adding machines	2.22	0.72	INA
3	Photocopiers	3.34	0.55	ADQ
4	Fax machines	2.47	0.92	INA
5	Digital cameras	2.30	0.55	INA
6	Electronic market presentation machine	2.44	0.64	INA
7	Shredding machines	2.28	0.57	INA
8	Multimedia projectors	2.68	0.65	ADQ
9	Product branding machines	2.43	0.57	INA
10	Laptops	2.39	0.70	INA
11	Video conferencing	2.43	0.77	INA
12	Applications software	2.72	0.75	ADQ
13	Magnetic tapes	2.23	0.83	INA
14	Franking machines	2.40	0.93	INA
15	Guillotine machines	2.26	0.98	INA
16	Printers	3.35	0.81	ADQ
17	Machines audio-video tape	2.34	0.62	INA
18	Electronic chalkboards	2.27	1.03	INA
19	Dictating machines	2.39	0.96	INA
20	Internet facilities	2.30	0.74	INA
	Grand mean	2.47	0.75	INA

Note: \bar{x} = Mean, SD = Standard Deviation, ADQ = Adequate; INA = Inadequate.

From the data presented in table 3 above, it was showed that the mean ratings of the responses of the respondents on items 16 out of the 20 items in the table ranged from 2.22 to 2.47 which fell within the boundary limit of 1.50 - 2.49 on 4-point rating scale. This implies that 16 identified equipment are "inadequately" provided in entrepreneurial centers in tertiary institutions in South-East, Nigeria. On the other hand, the mean values of the remaining four equipment in the table, specifically items 3, 8, 12 and 16 are 3.34, 2.68, 2.72 and 3.35 respectively which are within the boundary limit of 2.50 - 3.49 on 4-point rating scale. This indicates that the remaining four equipment are "adequately" provided in entrepreneurial centers in Tertiary Institutions in South East, Nigeria. The standard deviation values of the 20 items in the table ranged from 0.55 to 1.03 which indicated that the responses of the respondents were close to the mean and one another.

Hypothesis Two

H0₂: There is no significant difference in the mean ratings of Business educators from Universities and Colleges of education on adequacy of equipment in entrepreneurial center for teaching core Business Education skill courses in tertiary institutions in South- East, Nigeria.

Data for testing hypothesis two are presented in Table 4 below



Table 4: *Test of Significant Difference in the Mean Ratings of Business Educators from Universities and Colleges of education on adequacy of required equipment for teaching core Business education skill courses in entrepreneurial centers.*

Variables	N	X	SD	DF	Std. Error	t-cal	P-value ofsig.	Level	Rmks
Bus. Ed in Universities	92	2.50	0.75						
Bus. Ed in COE	12	2.47	0.76	21	0.47	0.53	0.54	0.05	NS
	3			3					

Note: *NS = Not Significant at 0.05.*

The result presented on the t-test statistics in Table 4 reveals the p-value of 0.54 was greater than 0.05 level of significance and at 213 degree of freedom. This indicates that there was no significant ($p < 0.05$) difference in the mean ratings of the responses of Business Educators from Universities and Colleges of education on adequacy of required equipment in entrepreneurial centers for teaching core Business Education skill courses in tertiary institutions in South-East, Nigeria. Therefore, the null hypothesis of no significant ($p < 0.05$) difference in the mean ratings of the responses of Business Educators in Universities and Colleges of education is accepted on hypothesis two.

Discussion of Findings

The findings of this study on research question one showed that there is relatively inadequate provision of business educators for teaching core business education skill courses in entrepreneurial centers in Tertiary Institutions in South East, Nigeria. This is because the number of required highly experienced Professors, Chief Lecturers, Associate Professors, Principal lecturers and Senior Lecturers for teaching business education skills courses are inadequate for quality instruction in entrepreneurial centers'. This connotes inadequacy of competent human resources for effective instructional delivery. Bassi (2004) observed that about 45% of Nigerian professional teachers including technical educators have left the Nigerian shores over the years for greener pastures oversee causing gross inadequacy of competent hands in some areas of instructions. The findings of this study agreed with that of Esene (2015) who examined the implementation of entrepreneurship development education curriculum of polytechnic education in South-South Zone of Nigeria and found that highly experienced senior colleagues such as professors, associate professors and senior lecturers are not adequate for quality instructions. Similarly, the findings of this study on adequacy of lecturers in teaching entrepreneurship education supported that of Undiyaunday and Ekpungu (2015) who identified challenges of entrepreneurship education in Nigeria to include: poor entrepreneurial culture among Nigerians, lack of skilled entrepreneurial teachers and resources and non-inclusion of practical entrepreneurship programme in school curricula among others.

The findings of this study in respect to research question two found that there is gross inadequacy of provision of Business education equipment in the entrepreneurial centers in tertiary institutions in South East, Nigeria. Specifically, the equipment's are found inadequate in entrepreneurship centers include: desktop computers, adding machines, fax machines, digital cameras, electronic market presentation machine, shredding machines, product branding machines, laptops, video conferencing, magnetic tapes, franking machines, guillotine machines, machines audio-video tape, electronic chalkboards, dictating machines and internet facilities. Ojimba (2012) observed that equipment and facilities for teaching and learning in Nigerian schools are lacking and where they exist, they are grossly inadequate. Okoye and Arimonu (2016) reported that equipment for implementing programmes in Nigerian schools today are inadequate quantitatively and qualitatively and besides the available ones are outdated. The



findings of this study supported that of Oghojafor, Kuye, Sulaimon and Okonyi (2009) who reported that insufficient infrastructural facilities are one of the major constraints to the achievement of the goals of entrepreneurial education. Hence, the authors emphasized that the goals of business education cannot be achieved without the availability of well-equipped entrepreneurial centers. The findings of this study also substantiated that of Adejimo and Tayo-Olajubutu (2009) who observed gross inadequacy in equipment and facilities in teaching and learning entrepreneurship education in Nigeria and then recommended that one of the ways of ensuring effective teaching and learning of entrepreneurship education in Nigeria tertiary institutions is by making entrepreneurship centers available and equipped with needful equipment. In addition, the findings of this study conformed with the report of Azih (2013) who identified technology resources that can be used in training business education students to include word processor, computer, internet, cell phone, photocopies, cyclostyle litho press, micrograph among others, but which are often not available for use in instructional delivery.

Conclusion and Recommendations

This study examined adequacy of human and material resources for teaching core Business education skill courses in entrepreneurial centers in tertiary institutions in South-East, Nigeria. This was necessitated by the observed failure in achievement of entrepreneurial education objectives on Business education programme in Tertiary Institutions in the study area. Based on the data collected and analyzed, the study found that the quality of available Business educators for instruction in entrepreneurship centers and equipment are grossly inadequate. In addition, there is no significant ($p < 0.05$) difference in the mean ratings of the responses of Business educators from Universities and Colleges of education on adequacy of Business educators and required equipment in entrepreneurial centers for teaching core Business education skill courses in Tertiary Institutions in South-East, Nigeria. Hence, the study concluded that the observed inadequacy of Business educators and equipment in entrepreneurial centers are cogent factors responsible for continued to turn out of business education graduates without entrepreneurial work skills for self or paid job in Nigerian labour market. Based on the findings and conclusion, the study recommended that:

1. There should be increased involvement of highly competent and experienced business educators to handle instruction in entrepreneurship centers of Tertiary Institutions in South East and Nigeria as a whole. This will guarantee production of quality and employable graduates of business education among other graduates of other discipline in Nigerian education system.
2. The government through its channels should make adequate provision for relevant instructional materials and equipment for quality instruction in entrepreneurial centers in favour of business education programme in the tertiary institutions.

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EVALUATING INSTRUCTIONAL FACILITIES IN THE TEACHING AND LEARNING OF BUSINESS EDUCATION COURSES

¹**F.U. Amahi (Ph.D)**

amahifidelisu@gmail.com

Business Education Dept.
University Of Delta, Agbor

²**Odigili Bishop C.**

bishopchuxy.bc@gmail.com

Department Of Vocational And Technical Education
Delta State University, Abraka

Abstract

This study evaluated instructional facilities in the teaching and learning of business education in colleges of education in Delta State. The researchers adopted the survey design method. Two research questions guided the study and one hypothesis formulated and tested at 0.05 level of significance was used. Population and sample consisted of 65 business education lecturers. A validated questionnaire by some expert in Business education with coefficient of 0.72 was used for data collection. Mean and standard deviation were used to answer the research questions while the z-test was used for data analysis. Findings showed that instructional facilities needed for effective teaching and learning of business education courses are mostly not available; the few available ones are grossly inadequate in most colleges. Also gender has no significant effect in the respondents mean ratings on the adequacy of instructional facilities in teaching and learning of business education courses. The study concluded that business education students will acquire more theoretical knowledge than the practical skills required of them since the instructional facilities that will be used for hands-on experience are not available. Based on the findings and conclusion, it was recommended, among others, that the government and management of the institutions should provide instructional facilities to colleges of education and avoid window dressing of instructional facilities only during accreditation.

KEYWORDS: *Infrastructural facilities, window dressing, practical skills, adequacy and utilisation*

Introduction

The main purpose of education is to bring about desirable goals and profitable sound education at all level. The quality of education an individual receives determines the extent of his usefulness to himself and the nation at large. Nigeria today is experiencing mass unemployment rate unlike in the past when people were employed on graduation. In an attempt to find a lasting solution to this unemployment quagmire, there has been series of review of educational policies aimed at job creation, self-employment after graduation, acquisition of appropriate skills that could be transformed to economic, social, physical and mental competencies and contribute to the development of the nation (Federal Republic of Nigeria, 2012). In line with the above, business education trains recipients to acquire skills for business and about business for social and economic transformation (Okoro, 2015; Ijarshar and Ayidiowu, 2015 Enwemasor, 2016). With the introduction of the information and communication technology (modern instructional facilities) business education as a course has gained more prominence which is aimed at making education more functional and for self-actualization. These business education courses consist of skill and non-skill business education courses. The Comparative Education Study and Adaptation Centre (CESAC) revised in 2007 listed the general objectives of business courses to include among others: to provide the orientation and basic skills with which to start an occupation; provide basic business skills for personal use now and in the future; prepare students for further training in business education; relate the knowledge and skills to the national development; develop basic skills in office occupation. Topics under each theme were analyzed to enable the students start from simple to complex and so encompassing and robust in preparing the students better for a reform-driven environment and economic development. Educational assessment is a method to prove or to evaluate whether the expectations and aims and objectives of educational process reflect reality. Evaluation is designed to equip students 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 (Dabbari and Ibe, 2012).

Instructional facility of any course of study constitutes one of the principal determinants of the competence of the graduates. Provision of instructional facilities and other teaching and learning materials is of paramount importance in teaching/learning of business education. It is only when these needed instructional facilities are provided that the products will become proficient in the world of work, through the acquired skills, without being re-trained by the employers of labour. When the necessary instructional facilities for teaching and learning of business education are not provided, teaching and learning of business education become theoretical and ineffective. Ugbe (2018), opined that Instructional facilities available for teaching and learning business education courses include media typewriter or automated typewriter, close circuit TV, word processor, video tape recorder, sound on paper system, e-commerce, advanced calculators, dial access system, digital library modern, individual audio application and audio-visual retrieval system. Provision of instructional facilities for the teaching and learning of Business education is a necessity. The knowledge and skills acquired are expected to prepare the learners to acquire basic practical knowledge required to function well in the society or progress successfully in their education. The classroom is expected to prepare students for the office through adequate, practically oriented training with the use of various equipment as instructional materials.

Statement of the Problem

The introduction of business education at the colleges of education levels in Nigeria is principally aimed at equipping the students with skills that will make them employable in the world of work (Esene, 2011). In order to achieve the objectives of Business education at this level, the colleges of education curriculum listed some facilities that will aid in the impartation of these skills to the students. However, some scholars have noted that the objectives of business education cannot be achieved without the adequacy of these facilities. Due to poor performance of students, some scholars have argued that improper use of facilities in colleges of education brings about poor performance of students.

Akume and Miller (2009) noted that inadequate provision of modern facilities in our institutions have negative effect on the academic performance of the students. Oladeji and Ojewale (2011) noted that some of our institutions are not provided with adequate facilities and this resulted to poor preparation and delivery of teaching and learning of business education. The worry of the study is the poor performance of business education students in examinations. There is need to evaluate the instructional facilities for the teaching and learning of these courses in line with the curriculum. These and other issues form the basis for this study.

Purpose of Study

The main purpose of this study was to evaluate the modern instructional facilities for the teaching and learning of business education in the colleges of education in Delta State

Research Questions

1. To what extent are these modern instructional facilities available for the teaching and learning of Business education in the colleges of education?
2. To what extent are the instructional facilities utilised for the teaching and learning of business education in colleges of education as required by the curriculum?

Hypothesis

1. There is no significant difference in the responses of the male and female lecturers on the adequacy of instructional facilities for the teaching and learning of business education courses in colleges of education in Delta State.

Methodology

Descriptive survey design was used for the study, as recommended by Nworgu (2006) for studies that seek opinion of a population or its representative sample on an existing phenomenon using questionnaire or interview. The study was conducted in four (4) colleges of education of Delta State, which are located at: Asaba, Agbor, Warri, and Mosogar. The population of the study was 109 lecturers from which 65 were randomly sampled for the study. A validated 5-point rating scale questionnaire with 36 items was used for the study. The reliability of the instrument was determined with the split half method. The instrument was administered to 10 business educators in Delta State University and the data collected were analysed with the Spearman Rank Order Correlation



Coefficient formula to determine the relationship between the two scores and the reliability coefficients of 0.72 was obtained for the two sections of the instrument which indicated that the instrument was reliable. 65 questionnaires were administered but only 63 were retrieved. The arithmetic mean and standard deviation were used to answer the research questions and establish the homogeneity or otherwise of the respondents' means while z-test was used to test the hypotheses at 0.05 level of significance. A mean rating that is 2.50 would be regarded as available and adequate while any item with a mean rating that is less than 2.50 would be regarded as not available and not adequate. A hypothesis will be accepted if the calculated value is less than the critical value at significant level of 0.05 and rejected if the calculated value is equal or greater than the critical value significant level of 0.05.

RESULTS

Research Question 1

To what extent are the instructional facilities available for the teaching and learning of Business education in colleges of education in Delta State.

Table 1. Mean and standard deviation of respondents on the extent of availability of infrastructural facilities for the teaching and learning of business studies in the Junior Secondary Schools.

S/N	Item	Mean	SD	Remark
1	Typing laboratories	3.0	1.2	Available
2	Standard computer laboratories	2.3	1.5	Not Available
3	Domwell desks	3.2	1.4	Available
4	Swivel typing chairs	2.8	0.8	Available
5	Electronic Typewriters	2.2	0.8	Not Available
6	Multimedia projector	2.2	1.5	Not Available
7	Computer	2.7	1.4	Available
8	Ink duplicating machine	2.4	0.8	Not Available
9	Photocopier	1.9	0.4	Not Available
10	Stapling machine	2.0	0.6	Not available
11	Interactive white boards	2.8	0.8	Available
12	Electronic notice board	1.8	0.3	Not available
13	Word processors	1.8	0.3	Not available
14	Tape recorder	2.0	0.8	Not available
15	Spreadsheets	2.0	0.8	Not available
16	Digital libraries	2.0	0.8	Not available
17	Adding/Listing machine	2.2	0.9	Not available
18	video conferencing	2.2	0.8	Not available
19	Telephone message pad	2.2	0.6	Not available
20	Request form booklet	2.4	0.8	Not available
21	Shorthand pens	2.0	0.8	Not available
22	Sound tapes/cassettes	2.0	0.8	Not available
23	Computer mediated conferencing	3.0	1.0	Available
24	Reams of plain typing sheets	3.2	1.4	Available
25	Booklets of ruled Ledger sheets	2.0	0.6	Not available
26	Analysis sheets for trial balancing	1.8	0.4	Not available
27	Duplication paper	2.8	0.8	Not available
28	Business document specimen	2.2	0.8	Not available
29	Stencil	2.2	0.8	Not available
30	Journals	3.0	1.0	Available
31	Films/ VCD	2.1	0.6	Not available
32	Business Magazines	2.0	0.4	Not available
33	Television	2.0	0.6	Not available
34	Printers	3.2	1.3	Available
35	Fax machine	1.8	0.4	Not available
36	Account Ledgers	2.0	0.8	Not available
	Grand Mean	2.3	0.8	Not available



Data in Table 1 show that nine instructional facilities have mean scores ranging from 2.5 to 3.5 meaning that the respondents noted that instructional facilities are available in the colleges of education for teaching and learning of Business education. The rest with mean scores between 1.00 and 2.5 indicate that the respondents noted that modern instructional facilities were not available in the colleges of education. The grand mean score of 2.3 indicate that the respondents noted that instructional facilities for the teaching and learning of Business education are not available in their respective colleges of education in Delta state

Research Question 2

To what extent are the instructional facilities adequate for the teaching and learning of business education in colleges of education in Delta State.

Table 2. Mean and standard deviation of respondents on the adequate use of the instructional facilities for the teaching and learning of business education in colleges of education (N = 65).

S/N	Item	Mean	SD	Remark
1	Typing laboratories	3.0	1.2	In Use
2	Standard computer laboratories	2.0	0.5	Not In Use
3	Donwell desks	2.2	0.9	Not In Use
4	Swivel typing chairs	2.8	0.8	In Use
5	Electronic Typewriters	2.2	0.8	Not In Use
6	Multimedia projector	2.2	1.5	Not In Use
7	Computer	2.7	0.8	In Use
8	Ink duplicating machine	2.4	0.8	Not in use
9	Photocopier	2.9	1.0	In Use
10	Stapling machine	2.0	0.6	Not in use
11	Interactive white boards	2.8	1.2	In Use
12	Electronic notice board	1.8	0.4	Not in use
13	Word processors	1.8	0.3	Not in use
14	Tape recorder	1.8	0.5	Not in use
15	Spreadsheets	2.0	0.8	Not in use
16	Digital libraries	1.8	0.6	Not in use
17	Adding/Listing machine	2.2	0.8	Not in use
18	Video Conferencing	2.2	0.8	Not in use
19	Telephone message pad	2.2	0.6	Not in use
20	Request form booklet	2.4	0.8	Not in use
21	Shorthand pens	2.0	0.8	Not in use
22	Sound tapes/cassettes	2.0	0.8	Not in use
23	Computer mediated conferencing	2.0	1.0	Not in use
24	Reams of plain typing sheets	3.2	1.4	In use
25	Booklets of ruled Ledger sheets	2.2	0.8	Not in use
26	Analysis sheets for trial balancing	1.8	0.2	Not in use
27	Duplication paper	2.8	1.0	In use
28	Business Document Specimen	2.2	0.8	Not in use
29	Stencil	2.2	0.8	Not in Use
30	Journals	3.0	1.3	In use
31	Films/ VCD	2.1	0.6	Not in use
32	Business Magazines	2.0	0.4	Not in use
33	Television	2.0	0.6	Not in use
34	Printers	3.2	1.4	In use
35	Fax machine	2.0	0.4	Not in use
36	Account Ledgers	2.2	0.6	Not in use
	Grand Mean	2.3	0.8	Not in use

Data in Table 2 showed that seven equipment have mean scores ranging from 2.50 and above which means that the respondents noted that only seven out of 36 instructional facilities were in use for teaching and learning of Business education in the colleges of education in Delta State. The



rest with mean scores of less than 2.50 indicated that the respondents noted that twenty nine instructional facilities were not in use for teaching and learning of Business education in the colleges of education in Delta State. The grand mean score of 2.00 indicates that, the respondents noted that the instructional facilities for the teaching and learning of business education were not in use in their respective colleges of education. The standard deviation scores indicate that the respondents were homogenous in their assessment.

Table 3. z-test analysis of the difference between respondents' mean ratings on the adequate usage of modern instructional facilities in colleges of education in Delta state based on gender. (male and female).

Gender	N	X	SD	z-cal	Df	Sig.	z-crit	Remark
Male	22	2.3	1.82	0.36	63	0.05	2.00	Accepted
Female	43	2.8	1.82					

Hypothesis

There is no significant difference between the male and female teachers on the adequate use of instructional facilities in colleges of education in Delta state. To test the hypothesis, the z-values of the two groups of respondents were computed at 0.05 level of significance. The result of the computation is shown in Table 3. Result in Table 3 showed that with 63 degrees of freedom and testing at 0.05 level, the critical z-value of 2.0 is more than the z calculated value of 0.36. This means that no significant difference existed between male and female respondents on the adequate usage of instructional facilities in colleges of education in Delta state. The hypothesis was, therefore, accepted.

Most of the available instructional facilities are grossly inadequate in most colleges of education as required in the business education curriculum. This shows that the teaching of business education courses are more of theoretical than practical since the instructional facilities that will be used for hands-on experience are not there for the business education students to use. Not even a single college of education out of the 4 colleges of education in Delta state had Digital libraries, Computer mediated conferencing, Electronic notice board, etc. The findings agreed with that of Amesi and Giami (2018) which revealed that the primary purpose of teaching and learning is to bring about permanent change in behaviour through active participation and critical thinking and this cannot take place without the availability and proper use of instructional facilities. And this revealed that the needed facilities in teaching and learning of business education courses in Delta state are grossly inadequate. However, the status of equipment in most of the colleges of education visited is appalling. Most of the colleges of education had no electric typewriters, functional computers, television, photocopier, even manual typewriters. In some cases, where the equipment's are available they are accumulating dust because of disuse.

Conclusion

Based on the findings of the study and the discussion, it was reviewed that instructional facilities for the teaching and learning of business education in Delta state as stipulated in the business education curriculum are inadequate and unavailable in most of the colleges of education in Delta state.

Recommendations

The following recommendations are made based on the findings and conclusion of the study,

- (1) The Delta State Government should provide instructional facilities to the colleges of education for effective teaching and learning of Business education.
- (3) The obsolete instructional facilities should be replaced by the management of business education in Delta state with modern ones or maintained to make teaching and learning of business education more interesting and effective.
- (4) Management of Colleges of Education in Delta State should stop window dressing facilities in business education by moving facilities from computer centres of their institution for accreditation only to return them after the exercise



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MENTORSHIP IN BUSINESS EDUCATION AND STUDENTS' ENTREPRENEURIAL SKILLS DEVELOPMENT IN RIVERS STATE

¹STEWART, Felicia Ezekiel

²EGBUNEFU, Chibuike

³ONYEGBULE, Blessing Chimezie

Department of Business Education,
Faculty of Education,

Rivers State University, Nkpolu-Oroworukwo, Port Harcourt, Nigeria.

Abstract

The main purpose of this study was to determine the mentorship in Business Education and students' entrepreneurial skills development in Rivers State. Two research questions and two hypotheses were developed for the study. The research design adopted in the study was descriptive research design. The population of the study comprised of 1,090 Business Education students in Rivers State University and Ignatius Ajuru University of Education. The sample size of the study consisted of 327 students. The research questions were answered using mean and standard deviation while the hypotheses were tested with z-test at the level of 0.05 significance. Thus, a total of 327 copies of questionnaire were distributed to the respondents. The research instrument used for gathering of data was titled: "School-Industry Partnership in Business Education Questionnaire". The instrument was validated by three experts in Business Education and in the field of Measurement and Evaluation. The instrument was tested for reliability and a coefficient of 0.81 was obtained which showed that the instrument was reliable. It was discovered that, mentorship and conferences in Business Education lead to students' entrepreneurial skills development in Rivers State. Based on the findings, the following recommendations were made; Business Educators in Rivers State should intensify and strengthen the Business Education students through proper supervision, enlightenment, conferences and workshops. This will obviously help to broaden the students' knowledge about the programme and also accentuate their entrepreneurial skills and experiences.

Keywords: *Mentorship, Business Education, Entrepreneurship, Skills, Development*

Introduction

Mentorship for entrepreneurial development is an important factor for advancement in any entrepreneurial venture. Mentoring enhances 'Business Education Graduates' entrepreneurial pursuit. Mentorship is the ability to support and encourage students to manage their own learning in order that they may maximize their potentials, develop their skills, improve their performance and become what they want. Also mentoring could be defined as an effective way of helping people progress in their careers. Mentoring will help business education graduates to acquire the business knowledge as to enable them effectively acquire the needed business skills. Mentorship in entrepreneurship education is the act of teaching and inculcating the necessary behavior, skills and knowledge of entrepreneurship into the students/individuals (Iwu, 2018). According to Iwu (2018) mentorship is an organized activity and most times guided by the curricular and can be seen as offline tracing and making meaningful impact on knowledge, work or initiating business ideas.

Chukwumezie (2012) defined mentorship as a process of passing on a guided and organized skill and knowledge. Chukwumezie (2012) also stated that mentorship can be seen as a process of using specially trained people to provide occupational guide and advice which will help to develop the careers of individuals. Joes (2011) defined mentoring as a two-way process of dialoguing and planning, helping some people acquire expected competency and skills for a job or employment that can sustain and stabilize his economic level. According to Ezeanni (2012), Mentoring is associated with apprenticeship training, where individuals are expected to acquire technical skills from a more experienced and establish professionals Iwu (2015) stated that mentorship in entrepreneurship is highly needed. Mentorship through conferences go also go a long way in preparing Business Education students for entrepreneurship development in Nigeria.

Conferences are tool used to expose the academic staff of the tertiary institution to various



academic and administrative challenges. It is an effective staff development methodology which involves presentation of papers by scholars and experts on issues and problems affecting the educational system. These methods involve more than one experts imparting knowledge to a group of scholars. The scholars study problems, meet for discussion, examine new techniques and concepts. In this process, participants are encouraged to ask questions and express their views. Conferences provide a forum for networking, exchange ideas through reflection on participants' work as well as facilitating personally and academically growth (Rochford, Baxen & Inal, 2004). From this angle, individual participants leave the forum motivated to reconsider their own work in the light of feedback and as a result of the work of others (Gutek, 2007). In other words, it provides processes that ensure equity, career path enhancement and raised intellectual tone of participants. Networks are established hence strengthen inter-institutional collaboration, provides linkages between various institutions of higher learning and other agencies, exchange of views on particular issue and increase publication records.

Although, conferences could be perceived as exercise of short duration, the knowledge gained and acquired are immeasurable. Therefore, it remains a formidable avenue were potential could be reinstated and developed as well as also establish value of learning other's views on matters within his/her experiences. One of the pivotal consequences of conferences is that it promotes the activation of individuals' imaginations and opinions. Taking part in conferences helps to broaden the knowledge of the students and take them deeper into many other aspects of their prospective job components. This means that, through conferences greater range of growth opportunities that would not have been available to students are now made available. Attending conferences contributes in activating and reactivating the knowledge ability of students in different aspects of their academic pursuit. Scholars are always stimulated and have a tremendous impact of being exposed to novel ideas, concepts and experiences leading to enhancement of their talents.

The above exposition however underscores the observation made by Bontis and Serenko (2009) in their study of effectiveness of management development which reveals that most organizations send their employees who have acquired certain level of skills for seminars in order to update their knowledge. This is to acquaint them with new trends in technology, to cope with the fast changing and dynamic environment. The above may seem to imply also that a well trained staff requires little or no supervision because of the confidence and improvement in his skills and professional experiences. His predilection for his job and a feeling of satisfaction obviously increase as he can do his job satisfactorily and successfully.

This view was confirmed by Razia, Ferdousi and Ahmmed (2012) who conceived that workshops, seminars and conferences have to be organized by administrative heads in order to keep abreast of modern development and to accelerate standardize performance in separate areas of specializations. They were also of the opinion that so far the programme enables scholars to share assumptions, alter individual values, beliefs and mental images leading to development of a common responsibility. The above argument attested to the fact that knowledge is meaningless unless there is opportunity to apply it and much knowledge and skills can be acquired by exposure which inherent benefits is to use acquire talents to act appropriately. And it is also acknowledged that if a staff is confirmed to an idea, job without interaction and exposure through strategies of workshops conferences and seminars his mental focus is likely to deteriorate or decline.

In a nutshell, conferences give participants opportunity to getting away from the immediate job environment to see things from a distance with others who are doing the same thing. This condition also boosts the individual staff to clarify a particular problem since questions raised by other participants often enable one to study a point of views that otherwise would be difficult to understand easily. Collaboration in this aspect provides for varieties of inspirations, skills and talents that advance the quality of individual performance as well as the institution in the long run.

Statement of the Problem

Business Education students are expected to be guided, they are expected to acquire certain skills that would enable them develop certain skills, such as entrepreneurial skill that make them to be self-reliance. he or she is expected to undergo certain training under the tutelage of Business Educators. Business Education is a programme in which a graduate is required to demonstrate thorough practical and mental skills. Thus, the training should be the approximate situations in the world of work, especially with compulsory training through conferences. It is however observed that some Business Education graduates perform poorly in terms of entrepreneurial skills development, not able to create employment, but seek employment and roam the streets in search of white collar jobs which are not available. Could this be as a result of inadequate mentoring or failure in the



impartation of the appropriate skills by Business educators?

Purpose of the Study

This main purpose of the study was to determine the mentorship in Business Education and Students' Entrepreneurship Skills Development in Rivers State Universities. Specifically, the study attempted to:

1. determine the extent to which mentorship lead to Business Education students' entrepreneurial skills development in Rivers State universities.
- 2.
3. determine the extent to which participation in conferences lead to Business Education students' entrepreneurial skills development in Rivers State universities.

Research Questions

The following research questions are raised to guide the study;

1. To what extent does mentorship in Business Education programme lead to students' entrepreneurship skills development in Rivers State universities?
- 2.
3. To what extent do participation in conferences in Business Education programme lead to students' entrepreneurship skills development in Rivers State universities?

Hypotheses

The following formulated hypotheses were used tested at 0.05 level of significance.

1. There is no significant difference in the mean ratings of Business Education students in Rivers State University and Ignatius Ajuru University of Education on mentorship for entrepreneurial skills development.
- 2.
3. There is no significant difference in the mean ratings of Business Education students of Rivers State University and Ignatius Ajuru University of Education on conferences for entrepreneurial skills development.

METHODOLOGY

The research design to be adopted for this study is the descriptive survey research design. The rationale for the selection of this design is because; the study describes how school-industry partnership influences the entrepreneurial skills development of Business Education students in Rivers State. The descriptive design explains certain features of the sample which are of interest to the research. The researcher also adopts the descriptive survey research design since at the end of this research the findings from the sample are generalized to the population from which the sample was drawn (Nwankwo, 2006). Descriptive survey according to Nwankwo (2006) entails the collection of data on more than one case and at a single point in time, in order to collect a body of quantitative or quantifiable data in connection with two or more variables that are then examined to detect patterns of association. The population of the study was being the entire one thousand and ninety (1,090) Business Education students in level 300 in the 2018/2019 academic year which comprised of 660 students from Business Education Department of Rivers State University, Port Harcourt and 430 from the Faculty of Business Studies in Ignatius Ajuru University of Education, Port Harcourt. The choice of the population is based on the fact that in the two universities, 300 levels students offer Entrepreneurship Education as a course. The sample size of the study was three hundred and twenty-seven (327) Business Education students in 300 level. 198 students were drawn from Rivers State University and 129 students from Ignatius Ajuru University of Education. The sample size for the study is the representation of 30% of the population of the study. Random Sampling technique was employed to draw 30% from the respective options programme. The instrument for the study is a self-structured questionnaire titled: "School-Industry Partnership in Business Education Questionnaire (SIPIBEQ)". The questionnaire instrument contains 25 questionnaire items and is also structured in two parts: part A and B. Part "A" contains the demographic information of respondents such as name of the school and gender while part "B" deals with the responses to be garnered from the 25 questionnaire items. The instrument will be structured in 4-point rating scale. The research instrument



has the options of Very High Extent (VHE: 4), High Extent (HE: 3), Moderate Extent (ME: 2) and Low Extent (LE: 1). The instrument was subjected to face and content validation. The research instrument was validated by the research supervisor and two (2) other lecturers from the Faculty of Education in the Rivers State University, Port Harcourt. They were checked, reframed, and relevance item of the instrument including the appropriateness, and clarity of the instrument for collection of the needed information for the study. All inputs were in form of comments and corrections from the experts were adequately utilized to modify the research instrument before it was administered. To establish the reliability of the instrument, copies of the questionnaire were administered on a sample of 20 Business Education undergraduate students of University of Uyo who are not integral part of the population. The reliability of the instrument was ensured using pilot test technique. The application of statistical package for social science (SPSS) version 20 using Cronbac h Alpha reliability method on the garnered data yielded a score of 0.81. The research instrument was administered to the respondents in the Rivers State University and Ignatius Ajuru University of Education (IAUOE) In Rivers State. The researcher and the research assistant ensured that all the copies of instrument administered were retrieved within the period of one week. Data collected were analyzed using Mean and standard deviation to answer four (4) research questions, while the four (4) hypotheses were tested using Z-test at of 0.05 level of significance. The decision rule: Any mean above 2.50 were High Extent while any one below 2.50 were low Extent

Results

Research Question 1

To what extent does mentorship in Business Education Programme leads to students' entrepreneurial skills development in Rivers State?

Table 4.2: Computed Mean and Standard Deviation Scores of mentorship in Business Education Programme for Students' Entrepreneurial Skills Development

		N = 327						
S/N	Items	Rivers State University (n=198)			Ignatius Ajuru University (n=129)			
		\bar{X}_1	SD	Remark	\bar{X}_2	SD2	Remark	
1.	Mentorship enhances Business Education Students entrepreneurial pursuit.	3.26	0.81	High Extent	3.62	0.67	High Extent	
2.	Mentorship enables Business Education students to acquire technical skills.	3.43	0.70	High Extent	3.42	0.73	High Extent	
3.	Mentorship enhances students' planning and competency skills for an employment	3.25	0.78	High Extent	3.48	0.83	High Extent	
4.	Mentorship helps impact guided knowledge into Business Education Students	3.31	0.82	High Extent	3.36	0.78	High Extent	
5.	Mentorship promotes the inculcation of organized skills into the students.	3.39	0.70	High Extent	3.53	0.65	High Extent	
6.	Mentorship facilitates impastation of professional competencies in Business Education Students	3.14	0.88	High Extent	3.49	0.86	High Extent	
Total Mean\Std. Dev.		19.78	4.69		20.9	4.52		
Grand Mean\Std. Dev.		3.29	0.78		3/48	0.78		

Source: Field Survey, (2020)

From table 4:2 the grand mean scores for students in year three of Rivers State University, Port-Harcourt and Ignatius Ajuru University of Education, Port-Harcourt on the extent to which mentorship in Business Education programme leads to students' entrepreneurial skills development were 3.29 and 3.48 respectively with standard deviation of 0.78 and 0.78 respectively. These were



below the decision mean of 2.50. The low values of the standard deviation also indicate the views of the respondents. The implication is that mentorship in Business Education programs leads to students' entrepreneurial skills development in Rivers State Universities.

Research Questions 2

To what extent does Conferences lead to students' entrepreneurial skills development in Rivers State?

Table 4.4: Computed Mean and Standard Deviation Scores of Conferences in Business Education Programmes for Students' Entrepreneurial Skills Development.

S/ N	Items	N = 327					
		Rivers State University (n=198)			Ignatius Ajuru University (n=129)		
		\bar{X}_i	SD	Remark	\bar{X}_2	SD2	Remark
1.	Conference provides a forum for professional entrepreneurial networking	3.42	0.57	High Extent	3.42	0.57	High Extent
2.	Conferences helps in initiating entrepreneurial theoretical and practical experiences	3.45	0.64	High Extent	3.44	0.80	High Extent
3.	Conferences provides entrepreneurial processes that ensure equity	3.21	0.84	High Extent	3.52	0.81	High Extent
4.	Conferences are tools used to expose students to various entrepreneurial skills.	3.45	0.62	High Extent	3.52	0.80	High Extent
5.	Conferences helps to promote the ideas of sharing entrepreneurial ideas of the specific learning methodologies	3.41	0.61	High Extent	3.41	0.77	High Extent
6.	Conference enable students to activate and reactive knowledge ability in different aspect their academic pursuit.	3.37	0.85	High Extent	3.41	0.80	High Extent
	Total Mean\ Std. Dev.	20.31	4.13		20.81	4.75	
	Grand Mean\Std. Dev.	3.38	0.68		3.46	0.75	

Source: Field Survey, (2020)

From table 4.4 above, the grand mean scores for year three students of Rivers State University and Ignatius Ajuru University of Education on the content to which conferences in Business Education lead to students entrepreneurial skills development were 3.38 and 3.46 respectively with standard deviation 0.68 and 0.75. These were above the decision mean of 2.50. the low values of the standard deviations also emphasized how closely related the individual responses from the grand mean are.

Hypotheses Testing

Hypothesis 1: There is no significant difference in the mean ratings of Business Education Students of Rivers State University and Ignatius Ajuru University of Education Students on the extent to which mentorship leads to entrepreneurial skill development.



Table 4.6: Computation of Difference in the Mean Ratings of Year Three Business Education Students.

Respondents	N	\bar{X}	SD	α	df	z-cal.	z-crit.	Remarks
RSU	198	3.29	0.78	0.05	325	0.87	1.96	Accepted
IAUE	129	3.48	0.75					

Source: Field Survey, (2020)

From Table 4.6, the z-calculated value of 0.87 is less than the z-critical table value of 1.96 at 0.05 levels of significance and degree of freedom of 325. Thus, the null hypothesis of no significant difference in the mean ratings of Business Education students in Rivers State University and Ignatius Ajuru University of Education on mentorship on entrepreneurial skills development was accepted.

Hypothesis 2: There is no significant difference in the mean ratings of year three Business Education Students of Rivers state. University and Ignatius Ajuru University of Education Students on the extent conferences lead to entrepreneurial skills development.

Table 4.7: Computation of Difference in the Mean Ratings of Year Three Business Education Students

Respondents	N	\bar{X}	SD	df.	α	z-cal.	z-crit.	Remarks
RSU	198	3.31	0.79	325	0.05	1.36	1.96	Accepted
IAUE	129	3.51	0.72					

Source: Field Survey, (2020)

From Table 4.7, the z-calculated value of 1.36 is less than the z-critical table value of 1.96 at 0.05 levels of significance and degree of freedom of 325. Thus, the null hypothesis of no significant difference in the mean ratings of Business Education Students of Rivers State University and Ignatius Ajuru University of Education on conferences for entrepreneurial skills development was upheld.

Summary of Major Findings

The following are the summary of the major findings of the result of the data analysis on the topic School-Industry Partnership in Business Education programme for students' entrepreneurial skills development in Rivers State Universities indicates that;

1. Mentoring in Business Education programme leads to students' entrepreneurial skills development in Rivers State Universities.
2. Conferences in Business Education programme leads to students' entrepreneurial skills development in Rivers State Universities.
3. There was no statistically significant difference between the Business Education students of Rivers State University and Ignatius Ajuru University of Education on whether mentorship can bring about the entrepreneurial skills development of Business Education students.
4. There was no significant interaction effect of Business Education students in Rivers State University and Business Education students in Ignatius Ajuru University of Education on how conferences influences entrepreneurial skills development of students.

Discussion of Findings

The discussion of findings was done according to each research questions in chapter one and the analysis of the data obtained.

Extent Mentorship in Business Education Programme leads to Students entrepreneurial skills development in Rivers State Universities

The result of the study revealed that mentorship enhances Business Education Students' entrepreneurial skills development. The result of the study agreed with the findings of Ezeani (2012)



who stated that mentoring is associated with apprenticeship training, where industrials are expected to acquire technical skills from a more experienced and establish professional. The result of this study also revealed that mentorship enhances students planning and competency skills for employment. The result also revealed that mentorship enables Business Education students to acquire technical skills. This is in line with the observation of Chukwumezie (2012) who stated that mentorship can be seen as a process of using specially trained people to provide occupational guides and advice which will help to develop the careers of individuals.

Results of the hypothesis two indicated that there is no significant difference in mean responses of Business Education Students in Rivers State University and Ignatius Ajuru University of Education. However, the responses of the Students showed that Mentorship in Business Education programme leads to Students entrepreneurial skills development.

Extent Conferences in Business Education Programme leads to Students entrepreneurial skills development in Rivers State Universities

The result of the study revealed that conferences in Business Education lead to entrepreneurial skills development. It was revealed that conferences provide a forum for professional entrepreneurial networking and helps in initiating entrepreneurial theoretical and practical experiences. The findings in agreement with the assertion of Rechford, Baxen and Inai (2014) who stated that conferences a forum for networking, exchange ideas through reflection on participants' work as well as facilitating personally and academically growth. The findings of the study revealed that conferences provide an entrepreneurial process that ensures equity. Conference are tools used to expose students to various entrepreneurial skills and that conference help to promote the ideas of sharing entrepreneurial skills and that conference help to promote the idea of the specific learning methodologies. This is in line with the assertion of Ahmmed (2012) who conceived that have to be organized by administrative leads in order to keep abreast of modern development and to accelerate standardized performance.

Results of hypothesis three showed that there is no significant different in the mean responses of Business Education Students of Rivers State University and Ignatius Ajuru University of Education. However, the responses of the students showed that Conferences in Business Education leads to Students entrepreneurial skill development,

Conclusions

Based on the findings of the research work, the following conclusions were made;

1. Mentorship in Business Education programme leads to students' entrepreneurial skills development in Rivers State Universities.
3. Conferences in Business Education programme leads to students' entrepreneurial skills development in Rivers State Universities.

5.3 Recommendations

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

1. The principle, theory and practice of mentor-mentee relationship in Business Education programme in Rivers State universities should not be de-emphasized or down-played. Rather it should be encouraged, enhanced and made more intentional via adequate administrative policies and legal frameworks. This measure will help in contributing to the formal promotion and institutionalization of the practice within the system and thereby engender industrial and career development of the students.
2. Business Education students should be encouraged to actively participate in international and national academic conferences related to their area of study cum specialization via individual, government and/or TETFUND sponsorship. This will help in the advancement of the students' career knowledge and professional effectiveness.



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IMPROVING INSTRUCTIONAL RESOURCES PROVISION IN JUNIOR SECONDARY SCHOOL BUSINESS STUDIES THROUGH PUBLIC-PRIVATE PARTNERSHIPS IN NIGERIA

¹Onwubuya, Uju Nkiru
ujbuya@gmail.com

²Amobi, Stella Chinyere
stellasuccess661@gmail.com

Department of Technology and Vocational Education,
Faculty of Education,
Nnamdi Azikiwe University, Awka, Anambra State, Nigeria

Abstract

The study examined the improvement of instructional resources provision in junior secondary school business studies through public private partnerships in Nigeria. Two research questions guided the study and two hypotheses were tested at 0.05 level of significance. The descriptive survey design was adopted for the study and the population of the study comprised 658 business studies teachers from the 258 public junior secondary schools in the State. Through simple random sampling technique the researcher sampled 30% of the total population of 658 business studies teachers in the State. This amounted to 197 business studies teachers. The instrument for data collection was a validated four point rating scale questionnaire developed by the researcher. The data collected from the respondents were analyzed using mean, standard deviation and t-test. Findings on show that the areas in which public private partnerships could be utilized in improving the provision of instructional resources in business studies in junior secondary schools in Nigeria include provision of physical facilities like classroom blocks, tables and chairs, recruitment of qualified business studies teachers, providing ICT hardware and software to meet the objectives of business studies curriculum, professional development and training of business studies teachers and repair of physical facilities among others. Further findings reveal that government constructing a business studies laboratory in junior secondary schools, individuals providing maintenance for buildings in junior secondary schools, engaging private ICT firms in the integration of information and communication technology in business studies and Involving privately owned educational consultancy firms in the provision of teaching aids for business studies are some of the PPP strategies for improving the provision of instructional resources in junior secondary school business studies in Nigeria. The location of respondents did not significantly affect business studies teachers' opinions. Based on these findings, the researchers recommends among others that Federal and State government in conjunction with the private sector should organize training programmes like conferences, seminars and workshops where administrators of business studies in junior secondary school would be trained on best practices in PPP for instructional resources provisions

Key words: Instructional Resources, Provision, Business Studies, Public Private Partnerships

Introduction

A school is an organization built to improve attitudes and educate students under the supervision of teachers. It is an entity containing the facilities and equipment for delivering education from elementary school to college. The school is defined as a place where individuals are prepared for the part they are going to play in society (Usman, 2016). Thus, schools are institutions where individuals go to learn, develop and get an education in order to prepare them for their futures. According to Usman (2016), the primary purpose of any school is to provide society with the manpower to establish and increase the quality of life of its goods. Formal schooling in Nigeria is carried out at pre-basic, basic (which includes primary schools and junior secondary 1-3), senior secondary and tertiary levels of education. The junior secondary education which is the focus of this paper is the level of education which a child receives after primary school (Federal Republic of



Nigeria, 2013). The first objective of the junior secondary education is to provide the child with diverse basic knowledge and skills for entrepreneurship and educational advancement. To achieve this objective the business studies subjected was included as part of the curriculum of junior secondary education.

Business studies is a subject designed to equip in its recipients with personal skills, customer skills and knowledge of clerical and managerial skills needed to adapt to changing economic and business conditions and these skills made them producers of resources and employment rather than wealth and job seekers (Ogwunte & Okolocha, 2016). According to Okoro (2013), business studies is a subject at the junior secondary education feared towards equipping students with business skills and competencies required for use in business offices. The objective of business studies according to Odike and Menkiti (2019) are to provide the orientation and basic skills with which to start an occupation for those who may not have the opportunity for further training; to provide basic business skills for personal use now and in the future; to provide students for further training in business studies and to develop basic skills in office occupation. Okolocha and Ordu (2018) noted that the realization of the objectives of business studies necessitates that instructional resources are provided to facilitate effective administration and quality educational service delivery. Ubulom and Ogwunte (2017) posited that availability and provision of resources are necessary for the attainment of the objectives of business studies.

Ubulom and Ogwunte (2017) defined instructional resources as any piece of knowledge, a piece of data, an action, a concept, or a sequence or combination of these that may be guided or turned to by a learner in improving his capacity to read, perceive, experience, differentiate and build. Manabete and Makinde (2016) defined instructional resources as the materials or facilities that promote school teaching and learning. According to Onyesom and Okolocha in Okolocha and Ordu (2018) instructional resources are those basic requirements that aid and facilitate effective teaching and learning. In this sense they opined that instructional resources comprise human, physical facilities and equipment for teaching and learning.

The human resources according to Ubulom and Ogwunte (2017) include the human elements which include business studies teachers, supervisors and other support staff. According to Amadi and Ezeugo (2019), physical facilities include such amenities as sufficient and comfortable classrooms, workshops or laboratories, computers, decent water supply facilities, toilet facilities, efficient libraries, transport and communication networks among others. Equipment for teaching and learning in business studies include all those facilities that make easy the process of learning in school environment such as typing pool, typewriters, duplicating machines, office cabinets, perforating machine, stop watches, typewriting furniture, photo-coping machines, scanning machines, business teachers and business textbooks, libraries (Ubulom & Ogwunte, 2017). For effective teaching and learning in business studies, there is need for adequate provision of instructional resources. However, it appears that instructional resources provision has not been adequately provided. Amanchukwu, Stanley and Ololube (2015) decried the poor state of instructional resource provision in business studies in secondary schools. Amanchukwu, et al (2015) further stated that in schools were instructional resources were available; the resources were in a terrible state. This situation resonates the need to improve the provision of these instructional resources in business studies through the adoption of initiatives that promotes collaborations and partnership with the private sector.

Partnerships focus on the many areas where the private sector actors and public institutions can engage in "win-win" relationships, such as health, education and community development. The basic concept for Public Private Partnership (PPPs) according to Sakari (2013) is to identify the common ground between the private and public sectors and to combine the skills and expertise of the private sector with the public sector's legitimacy and knowledge of development issues. According to Jouko, Venkataraman and Hitendra (2015), Public-Private Partnership in Education (PPPE) is a relationship in which the public (government) and private resources are voluntarily put together mainly for achieving educational goals. Ikenga (2015) defined public private partnership as a cooperation between the public and the private sector, in which the government and the private sector carry out a project together on the basis of an agreed division of tasks and risks, each party retaining its own identify and responsibilities. Sakari (2013) noted that the PPP arrangement for provision of instructional resources entails that both parties in the arrangement have their roles to play. According to Sakari (2013), the role of the government in the partnership include encouraging participation by corporations through establishing regulatory measures that facilitate corporate involvement; providing infrastructural inputs-classrooms, land etc, provision of teachers and administration and management among others. The role of the private sector include providing funds and financing; providing a wide range of resources and materials e.g. building new school facilities/classrooms, supplying electricity or



internet access, providing computers, television, new textbooks and other course materials.; providing services including school or partnership administration, teacher or principal training sessions, and help monitor programs by conducting impact evaluations or student academic assessments. Others include improvement of schools infrastructure through repairs and maintenance as well providing financial support through scholarships (Sakari, 2013). However the ability of the PPP to work effectively is dependent on the location of the school.

The location of school is seen as a factor that could interest private sectors involvement in collaborating with business studies in junior secondary schools. This is because the private sectors would be interested in a PPPE arrangement for the provision of instructional resources for schools in urban areas than those in the rural areas as suggested by Sakari (2013). However, this view is hypothetical and has not been empirically proven. It is against this background that the study is conducted.

Statement of the Problem

Business studies is important for the realization of the objectives of the junior secondary education in Nigeria. This is because of the role it plays in equipping students with necessary business and entrepreneurial skills needed for life. The business studies is a subject that facilitates sustainable development in Nigeria and it is expected that its administration should be availed with the need resources for effective administration. Sadly that has not been the case in junior secondary schools in Anambra State in particular and Nigeria in general.

Business studies seem to have been starved of the necessary instructional resources needed to keep students up-to-date with the latest trends and skills needed for entrepreneurial and business life. Field observation by the researcher revealed that most public secondary schools in Anambra state do not have a business studies laboratory, functional photocopiers, projectors, internet accessibilities and digital whiteboard among others. The absence of these instructional resources seems to suggest that training has been largely theoretical devoid of practical learning experiences. Sadly, this seems to have resulted in the lack of entrepreneurial and business skills among students in junior secondary schools in Anambra State in particular and Nigeria in general.

Purpose of the Study

The study examined the improvement of instructional resources provision in junior secondary school business studies through public private partnerships in Nigeria. Specifically, the study examined:

1. areas of utilizing public-private partnership in improving the instructional resources provision in junior secondary schools in Nigeria.
2. public-private partnership strategies for improving instructional resources provision in junior secondary schools in Nigeria.

Research Questions

The following research questions guided the study:

1. What are the areas of utilizing public-private partnership for improving the provision of instructional resources in business studies in junior secondary schools in Nigeria?
2. What are the public-private partnership strategies for improving the provision of instructional resources in business studies in junior secondary schools in Nigeria?

Hypotheses

The following hypotheses were tested at 0.05 level of significance:

1. There is no significant difference in the mean ratings of business studies teachers in rural and urban areas on the areas of utilizing public-private partnership for improving the provision of instructional resources in business studies in junior secondary schools in Nigeria.
2. There is no significant difference in the mean ratings of business studies teachers in rural and urban areas on the public-private partnership strategies for improving the provision of instructional resources in business studies in junior secondary schools in Nigeria.

Method

The descriptive survey research design was adopted for the study. The study was carried out in Anambra State. The State has 21 local governments. The population of the study comprised 658



business studies teachers from the 258 public junior secondary schools in the State. Through simple random sampling technique the researcher sampled 30% of the total population of 658 business studies teachers in the State. This amounted to 197 business studies teachers. The instrument for data collection was a validated four point rating scale questionnaire which has two Sections-A and B. Section A covered respondents personal data relating to the location of their school. Section B contains 20 items in two clusters according to the research questions guiding the study. Section B1 contained 10 items on areas of utilizing PPP for provision of instructional resources and Section B2 contained 10 items on PPP strategies for improving the provision of instructional resources in junior secondary schools. The instrument was validated by three experts in business education in Nnamdi Azikiwe University, Awka. The Cronbach Alpha technique was used to test the reliability which yielded a co-efficient value of 0.86 and 0.81 for clusters B1 and B2 respectively with an overall reliability coefficient of 0.84 which indicated that the instrument was reliable for the study. The researchers distributed the instrument personally and were assisted by two research assistants who were briefed on the mode of the instrument administration and retrieval. Out of the 197 questionnaires distributed, 162 were retrieved and returned in good condition. The data collected from the respondents were analyzed using mean, standard deviation and t-test. The mean value was used to provide answers to the research question while standard deviation was used to determine the harmony in opinions of the respondents. Any items with mean rating below 2.50 was regarded as disagreed while any item between 2.50 and above is agreed. The t-test was used to test the null hypotheses at 0.05 level of significance. For the hypotheses testing, where the calculated t value is less than critical value of t the hypothesis was accepted. Conversely, where the calculated t value is greater than or equal to the critical t value the null hypothesis was rejected.

Results

Research Question 1

What are the areas of utilizing public-private partnership for improving the provision of instructional resources in business studies in junior secondary schools in Nigeria?

Table 1: Respondents Mean Ratings on Areas of Utilizing of PPP for Improving the Provision of instructional resources in Business Studies in junior secondary schools (N=162)

Table with 5 columns: S/N, Item Statements, X, SD, Remarks. It lists 10 items related to PPP utilization in business studies, such as providing physical facilities, recruitment of teachers, and ICT hardware, with mean ratings and standard deviations.

Data in Table 1 reveal that business studies teachers in junior secondary schools in Anambra State agreed that items 1-10 with mean ratings ranging between 2.75 to 3.33 are areas where public private partnership can be utilized in improving the provision of instructional resources in business studies in junior secondary schools in Nigeria. Standard deviation scores of respondents' ranging between 0.71 and 0.87 show that the respondents' opinions were related. Furthermore, the cluster mean of 3.10 show that PPP can be utilized in the areas of providing physical facilities like classroom blocks, tables and chairs, recruitment of qualified business studies teachers, providing ICT hardware and software to meet the objectives of business studies curriculum, professional development and training of business studies teachers and repair of physical facilities among others.



Research Question 2

What are the public-private partnership strategies for improving the provision of instructional resources in business studies in junior secondary schools in Nigeria?

Table 2: Respondents Mean Ratings on the PPP Strategies for Improving the Provision of instructional resources in Business Studies in junior secondary schools (N=162)

S/N	PPP strategies for improving provision of instructional resources in business studies:	\bar{x}	SD	Remarks
1.	Private architects design a public business studies facility under a contract with the government for a given period of time.	2.96	0.73	Agree
2.	Government constructing a business studies laboratory in junior secondary schools	3.01	0.75	Agree
3.	Individuals providing maintenance for buildings in junior secondary schools.	3.25	0.78	Agree
4.	Engaging private ICT firms in the integration of information and communication technology in business studies	3.04	0.69	Agree
5.	Involving private publishing houses in the provision of business studies textbooks	2.77	0.80	Agree
6.	Government and the private organization sharing overhead costs of running business studies	3.15	0.76	Agree
7.	Private industries hiring out equipments for practical sessions for business studies classes	3.04	0.76	Agree
8.	Involving privately owned educational consultancy firms in the provision of teaching aids for business studies	2.99	0.80	Agree
9.	Government finances the construction of Administrative blocks for business studies teachers	3.13	0.72	Agree
10.	Sending business studies teachers to industries periodically to upgrade and modernize their practical knowledge on workplace technologies.	2.72	0.81	Agree
11.	Instituting business studies endowment fund for providing finance for payment of teachers.	3.06	0.87	Agree
12.	Government instituting business studies development fund for the provision of infrastructures in junior secondary schools	3.20	0.74	Agree
Cluster Mean		3.03		Agree

Data in Table 2 reveal that the business studies teachers in junior secondary schools in Anambra State agreed that items 1-10 with mean ratings ranging between 2.72 to 3.25 are public-private partnership strategies for improving the provision of instructional resources in business studies in junior secondary schools in Nigeria. Standard deviation scores of respondents' ranging between 0.71 and 0.87 show that the respondents' opinions were related. Furthermore, the cluster mean of 3.03 indicate that PPP strategies like government constructing a business studies laboratory in junior secondary schools, individuals providing maintenance for buildings in junior secondary schools, engaging private ICT firms in the integration of information and communication technology in business studies, Involving privately owned educational consultancy firms in the provision of teaching aids for business studies and Private industries hiring out equipments for practical sessions for business studies classes will help improve the provision of instructional resources in business studies in junior secondary schools in Nigeria.

Hypothesis 1

There is no significant difference in the mean ratings of business studies teachers in rural and urban areas on the areas of utilizing public-private partnership for improving the provision of instructional resources in business studies in junior secondary schools in Nigeria.



Table 3: t-test Analysis on the Mean Ratings of Business Studies Teachers in Rural and urban Areas on the areas of Utilizing Public-Private Partnership for Improving the Provision of Instructional Resources in Business Studies

Variable	N	Mean	SD	df	α	t-cal.	t-crit.	Decision
Rural	69	3.10	0.76	160	0.05	0.18	1.96	Not Significant
Urban	93	3.01	0.80					

Data in Table 3 show that the calculated t-value of 0.18 at 160 degree of freedom and at 0.05 level of significance is less than the critical value of 1.96. This shows that the location of the respondents did not significantly affect their opinions on the areas of utilizing public-private partnership for improving the provision of instructional resources in business studies in junior secondary schools in Nigeria. Therefore, the hypothesis is accepted.

Hypothesis 2

There is no significant difference in the mean ratings of business studies teachers in rural and urban areas on the public-private partnership strategies for improving the provision of instructional resources in business studies in junior secondary schools in Nigeria.

Table 4: t-test Analysis on the Mean Ratings of Business Studies Teachers in Rural and urban Areas on the Public-Private Partnership Strategies for Improving the Provision of Instructional Resources in Business Studies

Variable	N	Mean	SD	df	α	t-cal.	t-crit.	Decision
Rural	69	3.02	0.73	160	0.05	0.25	1.96	Not Significant
Urban	93	3.06	0.78					

Data in Table 4 show that the calculated t-value of 0.25 at 160 degree of freedom and at 0.05 level of significance is less than the critical value of 1.96. This shows that the location of the respondents did not significantly affect their opinions on the public-private partnership strategies for improving the provision of instructional resources in business studies in junior secondary schools in Nigeria. Therefore, the hypothesis is accepted.

Discussion

Findings on the first research question show that business studies teachers in junior secondary schools in Anambra State agree that the areas in which public private partnerships could be utilized in improving the provision of instructional resources in business studies in junior secondary schools in Nigeria include provision of physical facilities like classroom blocks, tables and chairs, recruitment of qualified business studies teachers, providing ICT hardware and software to meet the objectives of business studies curriculum, professional development and training of business studies teachers and repair of physical facilities among others. This shows that PPP assist in providing human, physical and material resources needed for the sustenance of business studies subject in junior secondary schools in Nigeria. This is in agreement with Ayonmike, Okwelle and Okeke (2013) who reported that PPP is an essential initiative needed for instructional resource provisions in academic programme. According to Ayonmike et al (2013) through PPP public institution could get the needed infrastructural support and funding needed for achieving predefined objectives. In consonance, Jouko, Venkataraman and Hitendra (2015) reported that PPP can be applied for the provision of ICT in TVE in the areas of providing connectivity to the education sector to enable effective use of online educational services and web-based applications to assist teachers in customizing the student learning experience to achieve greater learning outcomes. Adjrah and Quashie (2014) stated that PPP initiatives ensure the availability of instructional resources as a result it improves the quality of business studies at junior secondary schools.

Furthermore, findings showed that business studies teachers in rural and urban areas did not significantly differ in their mean ratings on the areas where PPP can be utilized for improving the provision of instructional resources in business studies in junior secondary schools in Nigeria. This shows that PPP initiatives could provide innovative options for ensuring that instructional resources are available for better education service delivery in business studies in particular and the junior secondary schools in general.



Findings on the second research question indicate that government constructing a business studies laboratory in junior secondary schools, individuals providing maintenance for buildings in junior secondary schools, engaging private ICT firms in the integration of information and communication technology in business studies, Involving privately owned educational consultancy firms in the provision of teaching aids for business studies and Private industries hiring out equipments for practical sessions for business studies classes are some of the PPP strategies for improving the provision of instructional resources in junior secondary school business studies in Nigeria. This is in agreement with Sakari (2013) reported that through the identification of common ground between the private and public sectors both parties can mitigate the challenges of caused by poor instructional resource provision. Adjrah and Quashie (2014) also noted that PPP provides avenue for the government and the private sector to combine skills and expertise in solving educational problems.

Furthermore, findings revealed that business studies teachers in rural and urban junior secondary schools in Anambra State did not significantly differ on the PPP strategies for improving the provision of instructional resources in junior secondary school business studies in Nigeria. This is in agreement with Sakari (2013) who revealed PPP initiatives could provide a wide range of support for the business studies in terms of professional training, funding and infrastructural provisions.

Conclusion

Based on the findings of the study, the researchers conclude that public private partnership initiatives are important ways for improving instructional resources provision in junior secondary school business studies. This is because through the utilization of PPP arrangements the skills of business studies teachers can be updated, modern physical facilities can be provided and teaching aids would be readily made available. It is therefore important that serious consideration is given to the integration of PPP strategies for management of junior secondary schools which by extension will enhance the quality of teaching and learning of business studies.

Recommendations

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

1. The federal government of Nigeria should formulate a national framework and implementation plan for the integration of Public Private Partnerships for the Management of junior secondary schools in Nigeria. This will lead to improvement in the provision of instructional resources in business studies.
2. The Federal and State government in conjunction with the private sector should organize training programmes like conferences, seminars and workshops where administrators of business studies in junior secondary school would be trained on best practices in PPP for instructional resources provisions.
3. Administrators of business education programme should consistently carry out public relation programmes and events that will make parents, community, non-governmental organization and alumni association as well as the international community aware of the inadequacies in instructional resource provisions in their schools. This could encourage philanthropic contributions from individuals, NGOs and private companies.
4. The Federal and State government should go into joint venture partnership with private sectors for the development infrastructures for the business studies and other pre-vocational subjects.
5. A Public Private Partnership sponsored endowment fund should be set aside for the development of ICT gadget and equipment in business studies and other pre-vocational subjects in Nigeria.

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