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## INFLUENCE OF SOCIO-CULTURAL FACTORS ON PURDAH WOMEN ENTREPRENEURIAL ENGAGEMENTS IN NIGERIA

<sup>1</sup> Lawrence Femi Ademiluyi PhD, <sup>2</sup> Sikiru Issa, Nuhu & <sup>3</sup> Joshua Sule Mamman PhD

Department of Business and Entrepreneurship Education  
Kwara State University, Malete

<sup>1</sup>[femiluyi44@gmail.com](mailto:femiluyi44@gmail.com)

<sup>2</sup>[sikiru.issa@kwasu.edu.ng](mailto:sikiru.issa@kwasu.edu.ng)

<sup>3</sup>[Joshua.mamman@kwasu.edu.ng](mailto:Joshua.mamman@kwasu.edu.ng)

<https://orcid.org/0000-0003-3872-2247>

### Abstract

*An individual's ability to thrive is closely tied to the economic landscape of his community. Untapped opportunities hinder individual and national growth. Entrepreneurship is a vital tool for fostering personal and societal advancement, yet misconceptions about purdah women have limited their participation in entrepreneurial activities. This study investigated the influence of socio-cultural factors on purdah women's entrepreneurial engagements in Nigeria. Using an explanatory mixed-method design (QUAN + Qual), the study targeted purdah women in North Central (Kwara, Niger) and Southwest (Oyo, Osun) Nigeria. A sample size of 400 was determined using the Taro Yamane formula, while 40 participants were purposively selected for qualitative data. Stratified random sampling ensured representation across geographical locations, ethnicity, and regions. A structured questionnaire and interviews tagged 'Influence of Socio-cultural Factors on Purdah Women Entrepreneurial Engagements in Nigeria' were used to collect data. Instrument validity was confirmed by experts, and a pilot study yielded a reliability coefficient of 0.89 using Cronbach Alpha. Data analysis employed mean and standard deviation. Findings revealed that religious beliefs (mean = 2.77, SD = 1.09) and education (mean = 2.70, SD = 1.06) positively influenced entrepreneurial engagements among purdah women. The study concluded that socio-cultural factors significantly affected purdah women's entrepreneurial participation. It recommended that religious leaders encourage entrepreneurship by aligning it with religious values and creating learning platforms for purdah women. Collaboration among government, NGOs, and educational institutions to provide tailored education, financial literacy, and vocational training was also emphasized.*

**Keywords:** Socio-cultural, Entrepreneurial Engagement, Purdah Women, Religious belief, Education

### Introduction

Education is often regarded as a cornerstone for both individual and national development. It empowers individuals by providing a deeper understanding of their environment and fostering an appreciation of diverse perspectives. While no law or policy in Nigeria explicitly restricts females from accessing quality education, certain regions continue to face challenges in ensuring equitable access. Additionally, Nigeria has yet to fully enforce laws mandating at least secondary education for all citizens, regardless of gender, with breaches remaining largely unpunished. The extent of education a person receives profoundly influences his personal growth and interactions with others. Entrepreneurial activities serve as key driver of economic growth, poverty alleviation, and personal empowerment across the globe. One of the most agreed and acceptable tools for developing both personnel and nation is entrepreneurship. However, the extent to which different demographics engage in entrepreneurship often depends on socio-cultural dynamics. In societies where cultural or religious practices shape gender roles and mobility, the entrepreneurial involvement of women becomes a unique subject of analysis. Entrepreneurship creates new economic opportunities for society and contributes to the overall growth and departure from poverty. It has emerged as a global



concept and contributed to the economic development of the country (Balogun & Zhang, 2019). In today's world, small businesses are perceived as effective vehicles for entrepreneurship, contributing not only in terms of employment, social and political stability but also in the aspect of creativity and innovation, which increase competitive power (Nanez-Alonso et al., 2021).

Entrepreneurial engagements refer to the intensity of an individual's participation in connection with an organization's offerings and organizational activities, which either the customer or the organization initiates. Running a small business requires full commitment and engagement if the entrepreneur wants to ensure economic security. A few females who choose entrepreneurship are engaging in micro, small and medium enterprises (MSMEs) to improve the economic wellbeing of the family and their society at large. When women are empowered and equipped, they tend to be productive and contribute to economic development, most especially at the grassroot (Metu & Okeyika, 2018). However, certain hinderances are observed to affect women participation in entrepreneurship which limit their potentials and contributions to economic development. It was also observed that women in most parts of the developing world (including Nigeria) continue to face various challenges such as segregation, lack of funding and inhibitions, which limit their opportunities to develop their full potentials and entrepreneurial success. Thus, the participation of women in entrepreneurial activities has been recognized as a mechanism for the development of the economy, creation of new jobs and poverty alleviation. This implies that, when women are engaged and empowered, they contribute immensely to their communities and the larger society, most especially, purdah.

Purdah means practice of seclusion from men outside their immediate family and wearing of clothing that conceals the body, particularly when they are outside. They are seen with a particular dress which covers their faces and entire body. Purdah, practice widely in some Muslim communities, often places restrictions on women's physical mobility and limits their interactions with men outside their families. While these practices are rooted in cultural and religious values, they can create significant barriers to traditional business operations, such as networking, client interactions, and accessing markets. While to some parts of the religion/society, link the practices to religious ethics, others see it as regular dressing. The fact remains that purdah women are part of the society, whose perception, thoughts, and actions are important, if society is to achieve inclusiveness. As a result, few Purdah women who are enlightened, often turn to home-based or digital entrepreneurship to navigate these restrictions. Studies suggest that socio-cultural norms, including family expectations and communal perceptions, heavily influence their choice of business ventures, operational strategies, and overall entrepreneurial success (Olujide, 2021; Ahmed & Hussain, 2019).

Socio-cultural factors in broad terms consist of both the social system and the culture of people, primarily man-created intangible elements which affect people's behaviour, relationship, perception and ways of life, their survival and existence. Social-cultural factors consist of all elements, conditions and influences which shape the personality of an individual and potentially affect his attitude, disposition, behaviour, decisions, and activities. Such elements include beliefs, values, attitudes, habits, forms of behavior and lifestyles of people as developed from cultural, religious, educational, and social conditioning (Adeleke, et. al, 2013). From the researcher's perspective, socio-cultural values can be defined as consisting of all those factors of the social system which impact positively and negatively on their quest to become entrepreneurs. Hence, the socio-cultural system in Nigeria, such as gender discrimination, the traditional beliefs about the status and role of women in society, do easily allow women to actively participate in economic activities and this to some extent serves as a constraint on the entrepreneurial engagement of women in Nigeria.

In a bid to raise their level of participation in entrepreneurial activities in business sectors, women entrepreneurs are often met with a barrage of challenges, not the least of which are posed by socio-cultural factors. These factors, as opined by Abimbola and Agboola (2013) and Yusuf (2013), are among those that influence purdah willingness and ability to venture into

entrepreneurial activities. They emphasize that within the sociocultural context, sub-cultures like locale (region), ethnicity, religion and caste, shape individual perception and value system especially concerning decisions to venture into entrepreneurial activity and participation in entrepreneurship. According to Nikolova and Simroth (2016), adherence to religion and its practices often exposes followers to new behavioral patterns, which alter their lifestyle in all its ramifications. Entrepreneurship has no specific religion or culture as it cuts across all religions and exists in diverse socio-cultural contexts, each of which represents a symbol of global entrepreneurial behaviour (Valliere, 2018). This means that religion could play a very crucial role if employed in the career choice of individuals. Religious influence on society affects entrepreneurship directly or indirectly, which translates to either motivating or de-motivating potential entrepreneurs (Nikolova & Simroth, 2016). Even though most religions appear to encourage entrepreneurship, there are still some that do not do so.

Education is seen as the catalyst for human and national development. This connotes that education helps an individual in getting an in-depth knowledge of his/her environment and understanding the views of others. There is no law or policy statement that has prohibited female from accessing quality education. However, certain parts of the country have been battling with accessing quality education. Likewise, Nigeria as a country, has not enforced the law for at least secondary education to both male and female citizens and the breach which should be punishable under the law. The level of education one is exposed to has a significant impact on one's life and dealing with others. Seclusion from entrepreneurial engagement is not the only problem facing purdah women, lack of access to quality education is another factor observed as a hinderance to entrepreneurial engagement. One out of ten who manage to acquire western education mostly end up not using the certificate to work. Majority of purdah women had limited educational exposure, often stopping at primary level, a problem accentuated by child marriage. A major challenge that has threatened the growth of female entrepreneurship in the developing countries over the years is that women do not enjoy the same opportunities as men (Otunaiya, et al., 2016).

Certain socio-cultural factors, which include education, serves as impediments and limit women with entrepreneurial aspiration from actualizing their dreams, which largely accounts for the feminization of poverty in Nigeria. Aramoon (2019), submits that level of education of close family members, entrepreneur perceptions and personality, significantly affect women level of entrepreneurship engagements and venture creation. Studies have also shown that women entrepreneurs face obstacles in access to training, networks, and information (Koko et al., 2017). Education, financial autonomy, and access to technology are crucial factors shaping Purdah women's entrepreneurial journeys. Research highlights that women with access to education and digital tools are more likely to overcome cultural limitations and embrace entrepreneurial opportunities (UN Women, 2022). However, societal support and attitudes toward female entrepreneurship often remain lukewarm, reflecting broader gender disparities within these communities. Moreover, economic necessity often drives entrepreneurial initiatives among Purdah women, as many seek ways to contribute to household income without violating cultural norms. The growing popularity of online marketplaces and social media platforms provides them with a viable path to entrepreneurship, enabling them to sell products or services from home while maintaining the constraints of Purdah. This study examined the influence of socio-factors on Purdah women entrepreneurial engagement.

### **Statement of the Problem**

The engagement of women in entrepreneurship is not encouraging from the researcher's observations. The purdah system has restricted purdah women from participating in business activities, rather they are compelled to be housewives whose major role is to take care of the children and the home. In some parts of the world, purdah is just a form of dressing and not associated with religious or cultural beliefs, but in the northern and western parts of Nigeria, the situation is different. Purdah women are meant to be permanently stationed in the house and engage in domestic duties. In the school environment, where the inculcation of entrepreneurial knowledge

is being emphasized, it's observed that the percentage of purdah women is very low compared to other female students. In a developing country like Nigeria, contributions from enterprise creation are of utmost importance to the development of the economy. Harnessing the potentials of these set of women become highly necessary as they represent significant parts of the population. Despite the contributions of women entrepreneurs to socio-economic development among nations, being an entrepreneur has been largely seen as a male-gendered enterprise (Achtenhagen & Welter, 2013). It is also observed that women are largely constrained by socio-cultural factors that affect their potentials in engaging in enterprise creation, despite the exposure of some in education and skill development. In other cases, lack of skills, family support, gender discrimination and religious beliefs are obvious constraints as to why the number of women entrepreneurs in Nigeria keeps decreasing or not coming to light, most especially among women in purdah. These and some other reasons serve as hinderances to purdah women's engagement in entrepreneurship. In order to achieve significant economic growth and alleviate poverty, purdah women need to be allowed and encouraged to engage actively in entrepreneurship without violating religious ethics, hence the need for this study.

### **Research Questions**

The following research questions were raised to guide this study.

1. To what extent do religious beliefs influence entrepreneurial engagements among purdah women?
2. To what extent does education influence entrepreneurial engagements among purdah women?

### **Methodology**

The study employed an explanatory mixed method research approach; QUAN + Qual mixed design (quantitative driven simultaneous design). The core component was the quantitative, while the supplemental component was qualitative. According to Merriam (2018), the integration of quantitative and qualitative technique offers a more thorough analysis and comprehensive representation of the study problem. When a quantitative method cannot fully convey the focus on salient points that the study requires, a mixed method approach is the best option, and it is utilized to improve quantitative results. To determine the study population area, a preliminary survey was earlier carried out to identify the geographical locations where these women are predominantly found. The entire purdah women in North central (Kwara & Niger) and Southwest (Oyo & Osun) constituted the population for this study. However, there was no official data as to the number of purdah women in the areas covered, therefore the population was unknown. The sample of the study was 400 Purdah women which was determined using the Taro Yamane (1967) infinite formula. The sample size of 400 was proportionately distributed among the geographical locations. A stratified random sampling technique was used to select 100 sample representatives from each of population strata, and the strata were made up of geographical locations, ethnicity, and regions. However, for the qualitative aspect of the study, a purposive sampling technique was adopted in selecting a total of 40 purdah, which means ten from each of the study areas in the two regions (North central and Southwest). Out of the 40 purposively selected for the interview session, only 33 granted the interview.

Data were collected using a researcher-designed structured questionnaire, for illiterate respondents, the research assistants explained the questionnaire to them in the language they understood to fill them out appropriately. Questionnaire items were developed with response categories as follows: High Extent (HE) 4-point, Moderate Extent (ME) 3-point, Low Extent (LE) 2-point, and Very Low Extent (VLE) 1-point. An interview guide which contains eight questions designed by the researcher was also made available to the interviewees. The interviews were conducted face-to-face with the help of research assistants in the study area, and the medium of communication was the best language the respondents were comfortable with, through the help of research assistants. Ethical considerations such as voluntary participation, readiness and confidentiality were duly observed. The privacy of the respondents was respected and only the

same gender with similar characteristics (language and purdah) were used as research assistants to allow free and ease of communication. The respondents were assured of confidentiality and privacy of their data, as it would be used strictly for the purpose of the study.

The instrument was validated and subjected to a reliability test using Cronbach alpha given reliability coefficient of 0.89. This affirms that the instrument was reliable for this study. This is in line with Umoru (2022) who stated that every instrument designed to gather data must be tested for reliability and for such an instrument to be adjudged reliable and stable, its coefficient must be above 0.75. The demographic data for the respondents were analyzed using frequency and percentage, while the research questions were answered using mean and standard deviation. The level of acceptance or rejection of each questionnaire item was determined based on the mean ratings of items interpreted relative to real limits of numbers as follows:

<b>Response Category</b>	<b>Rating</b>	<b>Real Number Limits</b>
High Extent	4	3.25 – 4.00
Moderate Extent	3	2.50 – 3.24
Low Extent	2	1.75 – 2.49
Very Low Extent	1	1.00 – 1.74

The taped recorded interviews were transcribed and used as the qualitative data which were profiled, and content analyzed. The qualitative data collected through the interview was comprehensively discussed and was used to give more insight to areas not captured from the quantitative data.

### **Findings**

#### **Research Questions Analysis**

Data to answer the research questions were analyzed and presented in Tables 1 and 2 as follows:

Research Question 1: To what extent do religious beliefs influence entrepreneurial engagements among purdah women?

**Table 1: Mean and standard deviation of responses on the extent of religious beliefs' influence on entrepreneurial engagements among purdah women**

S/N	Item Statements	$\bar{X}$	SD	Remark
1.	Principles and practices of religious belief guide purdah women involvement in entrepreneurial engagements	2.70	1.06	High extent
2.	Religious belief dictates purdah women's involvement in entrepreneurship	2.71	1.25	High extent
3.	The spirituality of the purdah women justifies their involvement in entrepreneurship	2.36	1.04	Low extent
4.	The scripture of religious belief binds purdah women towards entrepreneurial engagements.	2.57	1.03	High extent
5.	Teaching and knowledge of religious doctrines impact purdah women in entrepreneurship.	3.26	1.07	Very high extent
6.	Morals developed through religious belief dictate purdah women entrepreneurial engagements.	2.70	1.14	High extent
7.	Faiths developed through religious belief dictate purdah women entrepreneurial engagements.	2.95	0.81	High extent
8.	Religious belief towards purdah women impacts their entrepreneurial engagements.	2.94	1.17	High extent
9.	Seclusion and marginalization through religious belief impacts purdah women in entrepreneurial engagements.	3.11	1.13	High extent
10.	Religious belief and ideologies of purdah women impact their	2.38	1.15	Low extent



involvement in entrepreneurship			
<b>Weighted average</b>	<b>2.77</b>	<b>1.09</b>	<b>High extent</b>

Table 1 shows the mean and standard deviation of responses on the extent to which religious beliefs' influence entrepreneurial engagements among purdah women. The table reveals that the respondents indicated that principles and practices of religious beliefs guide purdah women involvement in entrepreneurial engagements to a high extent, in the same way religious belief dictates purdah women involvement in entrepreneurship to a high extent, and the scripture of religious belief binds purdah women towards entrepreneurial engagements to a high extent. These were supported by mean scores of 2.70, 2.71, and 2.57. The respondents also indicated that teaching and knowledge of religious doctrines impact purdah women in entrepreneurship to a high extent, in the same way morals developed through religious belief dictate purdah women entrepreneurial engagements to a high extent and teaching as well as knowledge of religious doctrines impact purdah women in entrepreneurship to a high extent. These were also supported by mean scores of 3.26, 2.70 and 2.95. In addition, the respondents indicated that religious belief towards purdah women impacts their entrepreneurial engagements to a high extent and seclusion as well as marginalization through religious belief impacts purdah women in entrepreneurial engagements to a high extent. These were also supported by mean scores of 2.94 and 3.11.

These were supported by mean scores of 2.36 and 2.38. All the 10 constructed items in table 1 have standard deviation ranging from 0.81 to 1.25. This means that the responses of the respondents are not widespread as they are close to their respective mean scores. The table has a weighted average mean and standard deviation score of 2.77 and 1.09 respectively. This implies that religious beliefs positively influenced entrepreneurial engagements among purdah women to a high extent (mean = 2.77, SD = 1.09).

Research Question 2: To what extent does education influence entrepreneurial engagements among purdah women?

**Table 2: Mean and standard deviation of responses on the extent of education's influence on entrepreneurial engagements among purdah women**

S/N	Item Statements	$\bar{X}$	SD	Remark
11.	High interest of purdah in education impacts their entrepreneurial engagements.	3.26	1.06	Very high extent
12.	Understanding business management through knowledge actualization by purdah impacts their entrepreneurial engagements.	2.92	1.20	High extent
13.	Access to quality education exposes purdah entrepreneurial engagements.	2.82	0.93	High extent
14.	Knowledge of the Idea/market opportunities available for Purdah women assist their entrepreneurial engagements.	2.90	1.16	High extent
15.	Readiness of purdah women in education impacts their entrepreneurial engagements.	2.82	1.22	High extent
16.	Knowledge about entrepreneurial skills required by purdah women justifies their level of entrepreneurial engagements.	2.89	0.62	High extent
17.	Society orientation educates purdah women on involvement in entrepreneurial engagements.	2.53	1.10	High extent
18.	Behaviour modification of purdah women in education impacts their entrepreneurial engagements.	1.56	0.98	Very low extent
19.	Attending formal school setting to acquire relevant skills and knowledge has impacts on entrepreneurial engagements by purdah women.	2.71	1.26	High extent
20.	Purdah women's ideologies and views about education have significant impacts on entrepreneurial engagements.	2.61	1.06	High extent
<b>Weighted average</b>		<b>2.70</b>	<b>1.06</b>	<b>High extent</b>

Table 2 shows the mean and standard deviation of responses on the extent to which education influences entrepreneurial engagements among purdah women. The table reveals that the respondents indicated that high interest of purdah women in education impacts their entrepreneurial engagements to a very high extent, and understanding business management through knowledge actualization by purdah women impacts their entrepreneurial engagements to a high extent. These were supported by mean scores of 3.26 and 2.92. The respondents also indicated that access to quality education exposes purdah women to entrepreneurial engagements to a high extent, in the same way, the morals knowledge of idea/market opportunities available for purdah women assist their entrepreneurial engagements to a high extent. These were also supported by mean scores of 2.82 and 2.90. In addition, the respondents indicated that readiness of purdah women in education impacts their entrepreneurial engagements to a high extent while knowledge about entrepreneurial skills required by purdah women justifies their level of entrepreneurial engagements to a high extent. Mean scores of 2.82 and 2.89 supported these.

The respondents indicated a high extent on how society orientation educates purdah women involvement in entrepreneurial engagements, same way attending formal school setting to acquire relevant skills and knowledge have impacts on entrepreneurial engagements by purdah women to a high extent as well as personal ideologies of the Purdah women and their views about education have significance impacts on entrepreneurial engagements to a high extent. These were supported by mean scores of 2.53, 2.71 and 2.61. Though, the respondents further indicated that behaviour modification of purdah women in education impact their entrepreneurial engagements to a low extent, which was supported by a mean score of 1.56. All the 10 constructed items have a standard deviation ranging from 0.62 to 1.26. This means that the responses of the respondents are not widespread as they are close to their respective mean scores. The table has a weighted average mean and standard deviation score of 2.70 and 1.06 respectively. This implies that education positively influenced entrepreneurial engagements among purdah women to a high extent (mean = 2.70, SD = 1.06).

### Qualitative Analysis

Data collected from the interview parts were analyzed around the theme and findings were presented to reflect how each interview questions were answered.

#### **Interview Question one: What is your view on how religious beliefs influence purdah women's entrepreneurial engagements?**

##### **Responses:**

The interview was conducted for 33 purdah, and it was revealed as stated by 16 (48.9%) respondents interviewed that seclusion deeply influenced by their faith, often approaching business with values and principles that are unique to their religious upbringing. They also stated that their religious belief systems instill in them a code of conduct that impacts how they run their ventures, making their approach distinct from others. Five respondents, representing 15.2%, also said that their religious instruction shapes not just their personal lives but also how they do business by influencing their decision-making and establishing expectations for behaviour that are consistent with societal standards. Twelve (36.4%) of the respondents believed that Purdah are often seen as upholders of purity and integrity and are expected to embody traits such as honesty and a high degree of moral responsibility. The way they engage in business is perceived to be more ethical, with an emphasis on trustworthiness and clean dealings. Thus, their religious beliefs do not merely influence their personal lives but profoundly impact how they navigate and succeed in the world of business as perceived by the purdah women. This was how some of the purdah responded:

*PW1: I was born as a Muslim but not as purdah; while growing up my parents enrolled me in Islamic school where I was exposed to the purdah system. My knowledge about purdah is based on religious beliefs.*

*PW21: Because of the realities surrounding the purdah system, purdah in business must be upright and show honesty in business due to the preaching of religion*

*PW22: My practice of purdah shaped how I do my business, in terms of relating with outsiders.*

### **Interview Question Two: How has education influenced purdah entrepreneurial engagements?**

#### **Response:**

The interview conducted for 33 purdah women revealed that education plays a significant role in determining the entrepreneurial journeys of purdah women, which represents 100% of the respondents. The purdah women interviewed attested and unanimously agreed that education is indispensable for success. When purdah women are educated, it not only guides their personal lives but also influences their business decisions. Education provides them with the essential skills and knowledge needed to understand and manage their businesses effectively. Whether it is formal education or religious learning, acquiring knowledge becomes a key tool for success. The respondents noted that whether a woman's education level is high or low, it positively impacts her entrepreneurial engagements. Through education, they learn the specific skills required for the business they wish to pursue and gain insight into how to grow and sustain that business. Even though they are physically covered by the purdah, their minds are free to absorb knowledge, enabling them to navigate the world of business with intelligence and confidence. This was how some of the purdah responded:

*PW16: I have not attended any formal education, I started my business after getting married to my husband who is a farmer. I sell food stuff from my husband's farm to neighbors, but I cannot go out to sell more.*

*PW19: I know how important education is and I know it impacts businesses.*

*PW30: Hmmm, with my little education, I know what edge I have ahead of other businesses around. If I have opportunities to get more business knowledge, I know my business will change.*

#### **Discussion of Findings**

The findings from the first research question reveal that religious beliefs significantly influence entrepreneurial engagements among purdah in Nigeria to a high extent. This was also buttressed with findings from the qualitative data through the interview conducted for 33 purdah women. It was revealed that religious beliefs influenced the way purdah engage in business, where such businesses are perceived to be ethical. Thus, their religious beliefs do not merely influence their personal lives but profoundly impact how they navigate and succeed in the world of business as perceived by the purdah women. This, however connotes that women are to be encouraged to engage in entrepreneurship since religious beliefs have not deterred them towards their involvement. Their engagement would not only assist them but contribute to society and the economy at large. Religion provides both moral guidance and a supportive community framework that shapes purdah women's willingness and approach to entrepreneurship. In many cases, religious teachings encourage trade and economic activities, as long as they are conducted within the boundaries of religious norms. This aligns with the findings of Kayed and Hassan (2015), who noted that religious principles often motivate Muslims towards entrepreneurship as a means of fulfilling their religious and social responsibilities. However, while religious beliefs offer motivation, they can also impose restrictions. Purdah, which promotes seclusion and modesty, limits physical mobility and public interactions, which are crucial for business networking and market engagements. This dual nature of religious influence can both encourage and constrain entrepreneurial activities. Ahmad (2016) discusses similar constraints in the context of Muslim women in Pakistan, where religious obligations sometimes conflict with entrepreneurial aspirations. Critics argue that religion alone should not be seen as a limiting factor but as a framework that, when combined with other support systems, can enable more inclusive entrepreneurial opportunities. For instance, Aliyu and Mohammed (2015) suggest that with proper institutional support and religious reinterpretation, the barriers imposed by the purdah system can be navigated effectively, allowing purdah to participate more fully in economic activities without compromising their religious commitments. This is to affirm that religious belief plays a vital role as to the level at which a purdah women engage in

entrepreneurial activities. However, it is necessary to note that there are certain measures and principles which guide purdah women's engagements in socioeconomic activities.

The findings from the second research question indicate that education positively influences purdah entrepreneurial engagements to a high extent. Educated purdah women are more likely to engage in entrepreneurial activities when they have advanced skills, confidence, and access to information. This finding is consistent with the human capital theory, which posits that education enhances individual capabilities and productivity, thereby increasing entrepreneurial propensity (Becker, 1994). Education also helps in overcoming some of the limitations imposed by the Purdah system. With digital literacy, for instance, purdah women can engage in online businesses, thereby bypassing the restrictions of physical mobility. This aligns with the findings of Amine and Staub (2016), who highlight that educated women are better equipped to leverage technology for entrepreneurial activities, especially in conservative settings. This study also highlights significant regional disparities in educational access. Purdah women in different regions with limited educational infrastructure are less likely to engage in entrepreneurship. This gap suggests that while education is a crucial enabler, its impact is not uniform across different contexts based on the responses from the respondents in the northcentral and southwest region. It is necessary to note that focusing solely on education without addressing structural inequalities in access can perpetuate disparities. As noted by Nwoye (2017), without targeted policies that improve educational opportunities for marginalized groups, the transformative potential of education on entrepreneurship remains limited. This connotes that education is a key player towards purdah women entrepreneurial engagements, either Islamic or western education.

The findings from the qualitative data through the interview conducted for 33 purdah women also noted the significance of education to purdah. It was revealed that a woman's level of education positively impacts her entrepreneurial engagement. Through education, women learn the specific skills required for the business they wish to pursue and gain insight into how to grow and sustain that business. Even though they are physically covered by the purdah, their minds are free to absorb knowledge, enabling them to navigate the world of business with intelligence and confidence. Education has been established to be salutary to entrepreneurship engagement at all levels. It shows that purdah women need to continually acquire knowledge on entrepreneurship if they are to survive and thrive.

### **Conclusion**

The study concluded that socio-cultural factors significantly influence purdah women's entrepreneurial engagements. This shows that religious beliefs serve not only as a source of motivation but also provide a supportive framework that legitimizes entrepreneurial activities within this unique cultural group. Education, on the other hand, empowers purdah women by equipping them with the skills and knowledge necessary to navigate the complexities of the business environment. This combination of religious and educational support significantly enhances their ability to engage in entrepreneurial ventures.

### **Recommendations**

The following recommendations were made in line with the findings of the study:

1. Religious leaders and institutions should play an active role in encouraging entrepreneurial activities among purdah by providing guidance, emphasizing the compatibility of entrepreneurship with religious values, and facilitating platforms for women to learn and grow in their entrepreneurial pursuits.
2. The government, non-governmental organizations (NGOs), and educational institutions should collaborate to increase access to quality education tailored to the needs of purdah women.

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## INFLUENCE OF LECTURERS' COMPETENCIES ON BUSINESS EDUCATION STUDENTS' ACQUISITION OF PROBLEM-SOLVING SKILLS IN COLLEGES OF EDUCATION IN NIGER STATE

Hannatu Bawa YERIMA,

*Department of Business Education, Niger State College of Education, Minna*

### Abstract

*This study examined the influence of lecturers' competencies on business education students' acquisition of problem-solving skills in colleges of education in Niger State. This study adopted descriptive survey research design and the population of the study was 325 students in Colleges of Education Minna in Niger State, comprising of 138 students in College of Education Minna and 187 students in Federal College of Education Kontagora. Census sampling techniques was used as the population of the study was very small and manageable. The instrument used in data collection was questionnaire titled: "Influence of Lecturers' Competencies on Business Education Students Acquisition of Problem-Solving Skills Questionnaire (ILCBESAPSSQ). The instrument was validated by three experts from the Department of Business and Entrepreneurship Education at Kwara State University, Malete. A pilot study was conducted at Kwara State College of Education, Lafiagi, while the reliability of the instrument was determined using the Cronbach Alpha reliability which yielded coefficient of 0.89. The study utilized frequency counts, percentages, mean and standard deviation in data analysis, while an independent sample t-test was used to test the null hypotheses formulated at 0.05 level of significance. The findings of the study revealed a significant influence of lecturer's competencies on business education students' acquisition of problem-solving skills, while lecturer's competencies has no significant influence on business education students' acquisition of ICT skills. Based on the findings, this study concluded that lecturer's competencies has a significant impact on business education student's problem-solving skills, while lecturers' competencies do not influence business education students' acquisition of ICT skills in colleges of education in Niger State. The study recommends that lecturers should be encouraged to adopt interactive teaching methods such as case studies, group discussions, and real-world simulations.*

**Keywords:** lecturers' Competencies, Business Education Students' Acquisition of Problem-Solving Skills.

### Introduction

The significance of lecturer's competencies in enhancing student's problem solving skills cannot be overpassed. The competency of lecturers particularly in specialized fields such as business education is indispensable. Educational institutions are pivotal for developing the next generation of professionals, understanding how lecturers' competencies impact students' acquisition of problem-solving skills is crucial (Amoda & Ishola, 2020). Lecturers' competencies encompass a range of skills and attributes, including subject matter expertise, pedagogical knowledge, effective communication, and the ability to create engaging learning environments. Brown and Smith (2018) assert that these competencies are vital for facilitating student learning and skill acquisition. Lecturers who possess strong pedagogical skills can employ interactive teaching methods that foster active engagement and critical thinking among students. This engagement is fundamental for developing problem-solving skills.

Problem-solving skills refer to the ability to identify issues, analyze information, generate solutions, and implement those solutions effectively. In business education, these skills are particularly relevant as students prepare to enter a competitive job market where they must tackle real-world problems (Uba et al., 2022). The development of these skills is heavily influenced by the



instructional methods employed by lecturers. For instance, lecturers who utilize case studies, group discussions, and simulations create opportunities for students to practice problem-solving in a supportive environment (Jones & Williams, 2020). Problem-solving skills are crucial for successful self-employment, enabling individuals to overcome obstacles, adapt to changing circumstances, and make informed decisions that promote the sustainability and growth of their businesses. Problem-solving, as a cognitive process, involves the discovery, analysis, and development of solutions for issues faced in the workplace (Anderson & Johnson, 2023). These skills are crucial, since entrepreneurs often encounter complex obstacles, such as financial constraints, competition, market fluctuations, and customer demands (Smith, 2022). The ability to effectively tackle these challenges greatly influences organizational resilience and profitability.

Research demonstrates that successful entrepreneurs often possess outstanding problem-solving abilities, using various strategies to transform challenges into opportunities (Miller & Adams, 2021). Moreover, the ability to innovate and continuously enhance processes is associated with strong problem-solving skills, allowing entrepreneurs to gain a competitive advantage (Brown, 2023). Thus, cultivating problem-solving skills is essential for individuals pursuing self-employment, enabling them to adapt to changing environments and maintain advancement (Johnson et al., 2024). A research conducted by Jones & Williams (2020) established that effective or competent lecturers not only impart knowledge but also model problem-solving strategies that students can emulate. When lecturers demonstrate adaptability and critical thinking in their teaching practices, they inspire similar behaviours in their students (Ehigie & Umoren, 2003). Conversely, if lecturers lack the necessary competencies such as proficiency in innovative teaching methods or subject matter expertise students may struggle to develop the problem-solving skills essential for their future careers. However, there are differences in perceptions regarding the influence of lecturers' competencies on skill acquisition based on institutional contexts. For example, students from state colleges may perceive the impact of their lecturers differently than those from federal colleges (Uba et al., 2022).

The increasing complexity of the modern business landscape underscores the need for problem-solving skills among entrepreneurs. Self-employed people must develop new and practical solutions to maintain relevance due to technological advancements, changing consumer preferences, and heightened competition (Clark & Williams, 2023). Consequently, comprehending the importance of problem-solving skills in self-employment provides critical insights for policymakers and educators aiming to promote entrepreneurship and economic autonomy. Information and communication technology (ICT) is an essential field for business education students at academic institutions. Technology has transformed the teaching profession, transitioning from a teacher-centered, lecture-based model to a student-centered, interactive learning environment (Akudolu & Olodolu, 2007). Researchers have observed that when used correctly, ICT may improve educational accessibility and boost the quality of education. Business education instructors aiming to augment their students' development must possess relevant ICT competencies that enable instruction at any time and place. Competent lecturers must be adept at utilizing Microsoft word applications, networking computers for file sharing, designing educational programs, selecting and evaluating subject-specific educational software, developing computer-assisted software, and creating software for instructional delivery and assessment, among other skills. Prior research suggests that these competencies may be used to organize various abilities and information for the enhancement of an effective teaching and learning process (Oyerinde, Onajite, & Aina, 2020).

This study examined the influence of lecturers' competencies on business education students' acquisition of problem-solving skills in colleges of education in Niger State.

### **Statement of the Problem**

Despite the acknowledged importance of problem-solving skills in business education, many students graduate without adequate preparation to tackle complex real-world challenges. This gap can be attributed to various factors, including insufficient lecturer competencies that hinder effective teaching practices. Lecturers may lack the necessary skills to engage students actively or

to implement innovative teaching methods that promote critical thinking and problem-solving. It is observed that larger percentage of business education graduates lack adequate problem solving skills to manage business efficiently and effectively. Consequently, this research aims to explore how lecturers' competencies influence business education students' acquisition of problem-solving skills in colleges of education in Niger State. Understanding this relationship is essential for improving educational practices and ensuring that graduates are well-equipped for the demands of the modern workforce.

**Research Questions**

1. what is the influence of lecturers’ competencies on business education students’ acquisition of problem solving skills in colleges of education in Niger State?
2. what is the influence of lecturers’ competencies on business education students’ acquisition of Information and Communication Technology (ICT) skills in colleges of education in Niger State?

**Research Hypotheses**

**H<sub>01</sub>:** There is no significant difference between the mean ratings of students from the state and Federal College of Education regarding the influence of lecturers’ competencies on business education students’ acquisition of problem-solving skills.

**H<sub>02</sub>:** There is no significant difference between the mean rating of male and female students in colleges of education on the influence of lecturers’ competencies on Business Education Students’ acquisition of information and Communication Technology (ICT) Skills.

**Methodology**

This study utilized survey research design and the population of the study was 325 students in Colleges of Education Minna in Niger State, comprising of 138 students in College of Education Minna and 187 students in Federal College of Education Kontagora. Census sampling techniques was used as the population of the study was very small and manageable. The instrument used in data collection was questionnaire titled: “Impact of Lecturers’ Competencies on Business Education Students Acquisition of Problem-Solving Skills Questionnaire (ILCBESAPSSQ). The instrument was validated by three experts from the Department of Business and Entrepreneurship Education at Kwara State University, Malete. A pilot study was carried out at the Federal College of Education, Zuba, FCT Abuja while the reliability of the instrument was determined using the Cronbach Alpha reliability with coefficient of 0.89. Data collected for this study were analyzed statistically using frequency counts, percentages, mean and standard deviation was used in data analysis, while an independent samples t-test was used to test the null hypotheses formulated at 0.05 level of significance.

**Data Presentation and Analysis**

**Research Question 1** What is the influence of lecturers’ competencies on business education students’ acquisition of problem-solving skills in colleges of education students in Niger State?

**Table 1: Mean Perception of responses on lecturers’ competencies on business education students’ acquisition of problem-solving skills in colleges of education students in Niger State**

S/N	Items	Mean	SD	Remarks
1	Business Education Lecturers can teach students how to define or recognize problems.	3.11	0.81	Agreed
2	Business Education Lecturers can teach students how to explain or design the process of solving the problems.	2.94	0.79	Agreed
3	Business Education Lecturer are competent the ability to teach students how to collect and analysis data.	2.50	0.74	Agreed
4	Business Education Lecturers can teach students how to interpret data.	2.51	0.76	Agreed
5	Business Education Lecturers have the competencies to teach students how to report the findings.	3.17	0.79	Agreed



6	Business Education Lecturers can teach students how to take action and the responsibility of the action taken.	3.00	0.78	Agreed
7	Business Education Lecturers are competent in teaching students how to break problems into smaller elements to achieve the expected goals.	3.17	0.80	Agreed
8	Business Education Lecturers have the competencies to teach students effective problem-solving skills to enhance business management skills to sustain their businesses	3.50	0.85	Strongly Agreed
9	Business Education Lecturers have the competencies of teaching students' acquisition of problem-solving skills to enhance their day-to-day business activities	3.42	0.83	Agreed
10	Business Education Lecturers can teach students how to resolve day to day pressing issues to promote high and quality productivity in their businesses.	3.56	0.85	Strongly Agreed
<b>Grand weighted Mean</b>		<b>3.13</b>	<b>0.78</b>	<b>Agreed</b>

*Source: Field Survey 2024*

Table 1 reveals the mean perception and the standard deviation of the respondents regarding the influence of lecturers' competencies on business education students' acquisition of problem-solving skills in colleges of education. It also revealed that respondents agreed that; business education lecturers can teach students how to define or recognize problems, explain, or design the process of solving the problems, how to collect and analysis data, how to interpret data and report the findings, with cluster mean ranging from (2.50 to 3.17). The table reveals further that the respondents agreed that: business education lecturers can teach students how to act and the responsibility of the action taken as well as how to break problems into smaller elements to achieve the expected goals (mean = 3.00 and 3.17). While the respondents strongly agreed that business education lecturers have the competencies to teach students effective problem-solving skills to enhance business management skills to sustain their businesses (mean = 3.50). Equally, respondents agreed further that business education lecturers have the competencies of teaching students' acquisition of problem-solving skills to enhance their day-to-day business activities (mean = 3.42) and agreed strongly that business education lecturers can teach students how to resolve day to day pressing issues to promote high and quality productivity in their businesses (mean = 3.56). The standard deviations of the items are not too high ranging from 0.74 to 0.85 indicating that the responses from the respondents are not too widespread. In summary, respondents from both federal and state-owned colleges of education in Niger State agreed that lecturers' competencies have influence on business education students' acquisition of problem-solving skills in colleges of education with their responses supported by grand weighted mean and standard deviation of ( $\bar{x}$  =3.13; SD = 0.78).

**Research Question 2:** What is the influence of lecturers' competencies on business education students' acquisition of Information and Communication Technology (ICT) skills in colleges of education?

**Table 2: Mean Perception of responses on lecturers’ competencies on business education students’ acquisition of Information and Communication Technology (ICT) skills in colleges of education**

S/N	Items	Mean	SD	Remarks
11	Business Education Lecturers are competent in teaching microsoft word application	2.50	0.68	Agreed
12	Business Education Lecturers are competent in teaching how to write educational programmes.	2.44	0.74	Disagreed
13	Business Education Lecturers are competent in teaching how to use technological devices.	2.54	0.50	Agreed
14	Business Education Lecturers are competent in teaching software applications.	1.51	0.73	Disagreed
15	Business Education Lecturers are competent in teaching network computer for exchanging files.	1.53	0.64	Disagreed
16	Business Education Lecturers are competent in teaching how to use software application to evaluate instruction.	1.54	0.74	Disagreed
17	Business Education Lecturers are competent in exposing students to e-learning to learn new trends in business education world- wide.	1.24	0.63	Strongly Disagreed
18	Business Education Lecturers are competent in teaching students how to operate photocopier and scanner for self-employment.	2.52	0.70	Agreed
19	Business Education Lecturers are competent in teaching how to interpret cybernetics in communication to enhance self-employment among the youths.	1.04	0.54	Strongly Disagreed
20	Business Education Lecturer are competent in teaching ICT to enhanced self-employment and reliance among students.	2.57	0.75	Agreed
<b>Grand weighted Mean</b>		<b>2.18</b>	<b>0.67</b>	<b>Disagreed</b>

**Source:** Field Survey 2024

Table 2 reveals the mean perception and the standard deviation of the respondents regarding the influence of lecturers’ competencies on business education students’ acquisition of Information and Communication Technology (ICT) skills in colleges of education. The respondents agreed that business education lecturers are competent in teaching micro soft word application (mean = 2.50), while they disagreed to the item that states business education lecturers are competent in teaching how to write educational programmes. Equally, respondents agreed that business education lecturers are competent in teaching how to use technological devices (mean = 2.54). The table reveals further that; respondents disagreed that; business education lecturers are competent in teaching software applications, competent in teaching network computer for exchanging files and competent in teaching how to use software application to evaluate instruction (mean = 2.28; 2.37 and 2.10) respectively. Similarly, they strongly disagreed that; business education lecturers are competent in exposing students to e-learning to learn new trends in business education world- wide as well as how to interpret cybernetics in communication to enhance self-employment among the youths (mean = 1.44 and 1.04), The table reveals further that respondents agreed that; business education lecturers are competent in teaching students how to operate photocopier and scanner for self-employment and competent in teaching ICT to enhanced self-employment and reliance among students (mean = 2.52 and 2.57) respectively. Thus, the standard deviations of the items are low ranging from 0.54 to 0.75 indicating that the responses from the respondents are not too widespread. In summary, male, and female respondents from the two colleges of education in Niger State disagreed that lecturers’ competencies have influence on business education students’ acquisition of

Information and Communication Technology (ICT) skills in colleges of education with their responses supported by grand weighted mean and standard deviation of ( $\bar{x} = 2.18$ ;  $SD = 0.67$ )

**H<sub>02</sub>:** There is no significant difference between the mean ratings of students from state and Federal College of Education regarding the influence of lecturers' competencies on business education students' acquisition of problem-solving skills.

**Table 3: Independent Samples t-test of mean ratings on lecturers' competencies on Problem-solving skills**

Group	N	Mean	SD	t-cal	Df	P-value	Decision
<b>Institution Type</b>							
State COE	135	2.22	0.36	0.145	317	0.221	<b>H<sub>03</sub></b>
Federal COE	184	2.21	0.41				<b>Not Rejected</b>

Source: Field Survey 2024

P > 0.05

The data in Table 3 reveal that there are 135 respondents from state owned college of education and 184 respondents from federal college of education Kontagora. The respondents agreed that lecturers' competencies have influence on business education students' acquisition of problem-solving skills in colleges of education with their responses supported by grand weighted mean and standard deviation of ( $\bar{x} = 3.13$ ;  $SD = 0.78$ ). The Table reveals that there is no significant different in the mean perception of students from state and federal college of education regarding the influence of lecturers' competencies on business education students' acquisition of problem-solving skills ( $t_{317} = 0.145$ ,  $P > 0.05$ ). Therefore, the null hypothesis that state that there is no significant difference between the mean rating of students from State and Federal College of Education, regarding the influence of lecturers' competencies on business education students' acquisition of problem-solving skills was not rejected. This implies that students from state and federal colleges of education differ not significantly in their responses regarding the influence of lecturers' competencies on business education students' acquisition of problem-solving skills.

**H<sub>02</sub>:** There is no significant difference between the mean rating of male and female students in Colleges of education on the Perceived influence of lecturers' competencies on Business Education Students' Acquisition of information and Communication Technology (ICT) Skills.

**Table 4: Independent Samples t-test of mean ratings on lecturers' competencies on Information and Communication Technology (ICT) skills**

Group	N	Mean	SD	t-cal	Df	P-value	Decision
<b>Gender</b>							
Male	131	2.12	0.33	1.680	317	0.172	<b>H<sub>04</sub></b>
Female	188	2.24	0.38				<b>Not Rejected</b>

Source: Field Survey 2024

P > 0.05

The data in Table 4 reveal that there are 131 male and 188 female respondents from state-owned and federal colleges of education in Niger State. The responses show that lecturers' competencies have no influence on business education students' acquisition of information and Communication Technology (ICT) skills in colleges of education with their responses supported by a grand weighted mean and standard deviation of ( $\bar{x} = 2.18$ ;  $SD = 0.67$ ). The Table reveals that there is no significant difference in the mean perception of male and female students of business education from state and private colleges of education regarding the influence of lecturers' competencies on business education students' acquisition of information and Communication Technology (ICT) ( $t_{317} = 0.155$ ,  $P > 0.05$ ). Therefore, the null hypothesis that state that there is no significant difference between the mean rating of male and female students in Colleges of Education, regarding the influence of lecturers' competencies on business education students' acquisition of information and Communication Technology (ICT) was not rejected. This implies that male and female students from state and federal colleges of education differ not in their responses regarding the influence of lecturers' competencies on business education students' acquisition of information and Communication Technology (ICT).

**Discussion of Findings**

Analysis of research question one which sought to know the influence of lecturers' competencies on business education students' acquisition of problem-solving skills in colleges of education revealed that lecturers' competencies have a positive influence on business education students' acquisition of problem-solving skills in colleges of education. This agrees with the assertion of Brown and Smith (2018) that, lecturers are expected to possess subject matter expertise, pedagogical skills, and the ability to create an engaging learning environment. Additionally, effective communication, critical thinking, and adaptability are essential traits that enable lecturers to facilitate the development of problem-solving skills among students. The result of hypothesis three revealed that there was a significant difference in the mean perception of students from state and federal colleges of education regarding the influence of lecturers' competencies on business education students' acquisition of problem-solving skills. The finding corroborates that of Jones and Williams (2020) who found that lecturer' competencies significantly influence students' engagement and skill acquisition in problem-solving. This implies that lecturers who employ interactive teaching methods, such as case studies, group discussions, and real-world simulations, foster active engagement and critical thinking among students.

The second research question sought to know the influence of lecturers' competencies on business education students' acquisition of Information and Communication Technology (ICT) skills in colleges of education revealed that lecturers' competencies do not influence business education students' acquisition of Information and Communication Technology (ICT) skills in colleges of education. This agrees with Williams and Jones (2018) who opined those inadequacies in lecturers' ICT competencies, such as limited technical knowledge or resistance to change, may hinder students' ICT skill acquisition and confidence in using technology. Similarly, the null hypothesis four also revealed that there was no significant difference in the mean perception of male and female students of business education from state and private colleges of education regarding the influence of lecturers' competencies on business education students' acquisition of information and Communication Technology (ICT). This implies that lecturers who demonstrate a lack of proficiency and competencies in ICT and innovative teaching methods cannot effectively model ICT usage and inspire students to explore new technologies

**Conclusion**

Based on the findings of this study, it was concluded that lecturers' competencies has a significant impact on business education students' acquisition of problem-solving skills in colleges of education in Niger State. Lecturers' competencies have a positive influence on business education problem-solving skills while lecturers' competencies do not influence business education students' acquisition of Information and Communication Technology (ICT) skills in colleges of education. This might be due to little or lack of adequate concentration of lecturers in developing themselves in ICT-related courses.

**Recommendations**

The following recommendations were made based on the findings:

1. Lecturers should be encouraged to adopt interactive teaching methods such as case studies, group discussions, and real-world simulations. These methods have been shown to foster active engagement and critical thinking among students, thereby enhancing their problem-solving skills.
2. Colleges of education should implement ongoing professional development programmes focused on enhancing lecturers' competencies in both pedagogical methods and ICT skills. These programs should include training workshops, seminars, and collaborative learning opportunities that emphasize interactive teaching strategies.

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**INFLUENCE OF TEACHING STRATEGIES ON SKILLS ACQUISITION AMONG SECRETARIAL ADMINISTRATION STUDENTS IN TAI SOLARIN UNIVERSITY OF EDUCATION, IJEBU ODE.**

**<sup>1</sup>DASAOLU, Oluronke Alaba, <sup>2</sup>OLUWASINA, Boladale Ruth, <sup>3</sup>OLADIRE, Isaiah Sunday,**

*Business Education Department,  
Tai Solarin University of Education, Ijagun, Ijebu-Ode.*

<sup>1</sup>[dasaoluo@tasued.edu.ng](mailto:dasaoluo@tasued.edu.ng)

Phone No: 07032476570

<sup>2</sup>[oluwasinabr@tasued.edu.ng](mailto:oluwasinabr@tasued.edu.ng)

<sup>3</sup>[oladireis@tasued.edu.ng](mailto:oladireis@tasued.edu.ng)

**Abstract**

*Despite the importance of secretarial administration, graduates often lack practical skills for workforce demands, limiting contributions to skills acquisition of the students. The study examined influence of teaching strategies on skills acquisition among secretarial administration students in Tai Solarin University of Education, Ijebu-Ode. To achieve the main objective of the study, four specific objectives, three hypotheses were highlighted. The study employed a quasi experimental design of pretest, posttest control group design with 3x2x2 factorial matrixes. The population includes 340 third year secretarial administration students at Tai Solarin University of Education, Ijebu-Ode. A sample random techniques was used to select One hundred and twenty (120) students which were divided into three groups (40 each) were selected. The instrument on the Teaching Strategies on Skills Acquisition was developed and validated for data collection. The reliability of the instrument was obtained using Cronbach Alpha technique which yielded a coefficient of 0.84 while ANCOVA was used to test the hypotheses at 0.05 level of significance. The result showed a significant composite effect on teaching strategies with gender differences in self-efficacy observed between students taught using demonstration and lecture methods. Effective teaching strategies, including hands-on training, project-based learning and soft skills development were established to be vital for job readiness and workplace success among secretarial administration students. The study therefore concluded that integrating technology to enhance skills acquisition, implementing project-based learning, developing mentorship programs, designing a sustainability-focused curriculum promoting collaborative learning to build teamwork and critical thinking were lcritical to the success of secretarial administration students. It was recommended among others that secretarial administration educators should adopt appropriate teaching strategies to promote skills acquisition among university students.*

**Keywords:** Secretarial Administration, Skills Acquisition, Students, Teaching Strategies

**Introduction**

The rapid technology advancements and the increasing globalization of industries have placed greater emphasis on the acquisition of practical skills and competencies in higher education, particularly in secretarial administration. Secretarial administration a critical component of business operation demands a dynamic blend of technical skills, administrative proficiency and adaptability to evolving workplace demands. Secretarial administration is the management and coordination of administrative responsibilities within an organization by secretarial personnel. This includes coordinating, managing letters, planning meetings, keeping records and providing administrative assistance to executives or managers (Ogunsaju, 2020). Secretarial Administration is a programme of study that provides people with opportunity to develop and acquire abilities, skills, knowledge and understanding which will enable them explore and utilize the broad field of business and also assume their civic responsibilities through enlightened participation in the activities in the society. It is a course that prepares students for entry into an advancement in jobs within secretarial and it is

equally important because it prepares students to handles their own secretarial affairs and to function intelligently as consumers and citizen in a business economy (Nwosu 2022).

The emergence of career education and increasing interest of students in job related courses and the employers' of labour emphasis on skills acquisition before job placement have generated a need for rapid expansion of employment-related education in Nigeria especially now that Nigeria is undergoing economic and technological development. The pertinent question of concern includes, preparing youths for employment through tertiary education level an acceptable goal of University education. Lamaro and Anena (2024) have highlighted the need for educators to adopt innovative teaching strategies that prioritize active learning and practical skill development. However, the extent to which these strategies influence skills acquisition in secretarial administration students remains underexplored. To ensure that the office or department runs smoothly, the role frequently requires excellent organizational communication, and multitasking skills. Effective teaching strategies play a pivotal role in equipping students with the requisite skills to excel in their professional endeavors. Scholars such as Okoye (2024) have emphasized the need for innovative and student-centered teaching methods, including project-based learning, collaborative learning, and the integration of digital tools, to meet the challenges of the modern workplace. Additionally, Oduah (2023) noted that teaching strategies that incorporate experiential learning, such as internships and role-playing significantly enhance students' practical skills and readiness for the job market.

Bolarin and Akinpelu (2019) affirm that teaching strategies work effectively mainly to suit learners' needs since every learner interprets and responds to questions in a unique way. With the increasing development in the world of industry and trade, the educational sector is challenged with the task of producing content students in the field of Secretarial Administration. This imposes great demand on the lecturers to devise appropriate teaching strategies that could deliver the right students to face the emerging challenges Otokiti (2010).

### **Statement of the Problem**

Despite the importance of secretarial administration in supporting corporate operations and attaining organizational goals, there is worry regarding the ability of graduates in this sector to meet the demands of today's workforce. Many graduates lack the practical skills and competencies required for effective performance in secretarial roles, thereby limiting their contributions to sustainable development. The issue is further aggravated by the use of outdated teaching strategies that fail to engage or equip them with the technical and soft skills necessary for success in the evolving job market. There is need for educators to adopt innovative, teaching methodologies that will engage students or provide them with the technical and soft skills required for success in today's job market. However, the extent to which these strategies influence skills acquisition in secretarial administration students remains underexplored. This study seeks to address this gap by examining the Influence of Teaching Strategies on Skills Acquisition among Secretarial Administration Students in Tai Solarin University of Education, Ijebu–Ode.

### **Purpose of the Study**

The main objective of this study is to examine the Influence of Teaching Strategies on Skills Acquisition among Secretarial Administration Students at Tai Solarin University of Education Ijebu – Ode. Other specific objectives of this study are:

- i. to determine the significant relationship between the teaching Strategies on Skills Acquisition among Secretarial Administration Students in Tai Solarin University of Education, Ijebu –Ode.
- ii. to examine the significant relative effect of teaching strategies on skill acquisition among secretarial administration in Tai Solarin University of Education, Ijebu-Ode.
- iii. to find out the gender difference between the self-efficacy of students taught secretarial administration using guided-discovery and demonstration teaching strategies in Tai



Solarin University Education, Ijebu-Ode.

- iv. to determine the significant composite effect of guided discovery and demonstration teaching strategies on skill acquisition among secretarial administration students in Tai Solarin University of Education, Ijebu-Ode.

**Research Hypotheses**

The following research hypotheses were formulated to guide this study:

- H<sub>01</sub>: There is no significant relationship between the teaching strategies and skills acquisition among students at Tai Solarin University of Education, Ijebu-Ode.
- H<sub>02</sub>: There is no significant difference between the relative effects of teaching strategies and skills acquisition among secretarial administration students in Tai Solarin University of Education, Ijebu-Ode.
- H<sub>03</sub>: There is no significant difference between the gender self-efficacy of students secretarial administration using guided-discovery and demonstration teaching strategies in Tai Solarin University of Education, Ijebu-Ode.
- H<sub>04</sub>: There is no significant between guided-discovery and demonstration teaching strategies and skill acquisition among secretarial administration students in Tai Solarin University of Education, Ijebu-Ode.

**Methodology**

The study adopted the 3 x 2 x 2 factorial design of pre-test, post-test, post-test quasi-experimental design. Quasi-experimental design was used to avoid disruption of normal class lecture and to control extraneous variables. The population of the study consisted of 300 level secretarial administration (340) One hundred and twenty (120) secretarial administration students were selected through sample random techniques. The research instruments used was titled: Teaching Strategies on Skills Acquisition Questionnaire (TSSAQ) on five-point using likert scale instrument ranging from strongly agreed, agreed, undecided, disagreed to strongly disagreed was used to rate the opinion without bias. The instrument was validated by three experts in Business Education and Evaluation Department in Tai Solarin University of Education, Ogun State with reliability coefficients of 0.79 was used to gather data for the study. The consistency of the instrument was determined using Cronbach Alpha techniques. The analysis of covariance (ANCOVA) was used to test the hypotheses at 0.05 level of significance. The use of ANCOVA is considered appropriate for the analysis in order to control the effect of extraneous variable.

**Data Presentation and Analysis**

**Table 1: Gender of Respondents**

	Frequency	Percent	Cumulative percent
Valid Male	80	66.7	66.7
Female	40	33.3	100.0
Total	120	100.0	

Table 1 above shows the gender distribution of the respondents used for this study. 80 respondents which represent 66.7% of the population are male. 40 which represent 33.3% of the population are female.

**Table 2: Marital Status of the Respondents**

	Frequency	Percent	Cumulative percent
Valid Married	10	8.3	8.3
Single	100	83.3	91.7
Others	10	8.3	100.0
Total	120	100.0	

Table 2 above shows the marital status of the respondents, 10 of the respondents which represent 8.3% of the total population are married 100 of the respondents which represent 83.4% of the entire population are single while the remaining 10% of the respondents which represent 8.3% of the total population are others.

**Table 3: Age Range of the Respondents**

	Frequency	Percent	Cumulative Percent
Valid 15-20 Years	33	27.5	27.5
21-30	77	64.2	91.7
31 years and above	10	8.3	100.0
Total	120	100.0	

Table 3 above shows the age range of the respondents, 33 of the respondents which represent 27.3% of the total population are between 15-21 years of age 77 of the respondents which represent 64.2% of the entire population are between 21-30 years of age while the remaining 10% of the respondents which represents which represent 8.3% of the total population are from the ages of 31 years and above.

**Table 4: Success in skill acquisition depends largely on effective teaching strategies on skills among secretarial administration students**

	Frequency	Percent	Cumulative Percent
Valid Strongly agreed	60	50.0	50.0
Agreed	45	37.5	87.5
Undecided	10	8.3	95.8
Disagreed	5	4.2	100.0
Total	120	100.0	

Table 4 above shows the responses of the respondents that success in skill acquisition depends largely on effective teaching strategies using guided discovery. 60% of the respondent strongly agreed that success in skill acquisition depends largely on effective teaching strategies using guided discovery. 45% of the respondents agreed that success in skill acquisition depends largely on effective teaching strategies using guided discovery 10% of the respondents were undecided. 5% of the respondent disagree that success in skill acquisition depends largely on effective teaching students

**Table 5: Students in the demonstration instruction showed higher degree of academic achievement than students in the traditional instruction in all conditions.**

	Frequency	Percent	Cumulative Percent
Strongly agreed	80	66.7	66.7
Valid Agreed	40	33.3	100.0
Total	120	100.0	

Source: Field survey 2024

Table 5 above shows that responses of the respondents that students in the demonstration instruction showed higher degree of academic achievement than students in the traditional instruction in all conditions, 80 percent of the respondents strongly agreed that the students in the demonstration instruction showed higher degree of academic achievement than students in the traditional instruction in all conditions.

**Table 6 Students taught with demonstration strategy participated more in the classroom activities**

	Frequency	Percent	Cumulative Percent
Strongly agreed	50	41.7	41.7
Agreed	60	50.0	91.7
Valid Undecided	5	4.2	95.8
Disagreed	5	4.2	100.0
Total	120	100.0	

Table 6 above shows the responses of the respondent that students taught with demonstration strategy participated more in the classroom activities. 50 percent of the respondents strongly agreed that students taught with demonstration strategy participated more in the classroom activities 60 percent of the respondents agreed that students taught with demonstration strategy participated more in the classroom activities, 5 percent of the respondents were undecided, 5 percent of the respondents disagreed that students taught with demonstration strategy participated more in the classroom activities.

**Hypothesis 1:**

**Table: 7 Tests of Between-Subjects Effects**

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	4.143a	3	138.146	2.067	.008	.051
Intercept	41260.347	1	41260.347	617.344	.000	.842
PRETEST	269.638	1	269.638	4.034	.047	.034
GROUP	187.823	2	93.912	1.405	.049	.024
Error	7752.887	116	66.835			
Total	831865.000	120				
Corrected Total	8167.325	119				

a. R Squared = .851 (Adjusted R Squared = .726).

**Model Summary**

From table 7, the value of R-square of 0.851 percent shows that there is significant relative effect of guided discovery and demonstration teaching strategies on skills acquisition among Secretarial Administration students in Tai Solarin University of Education. In other words the explanatory variable (Pre-test) was able to explain 85.1 percent of the dependent variable (Post-test) while the unexplained 14.9 percent was seen as the error term. The value of the adjusted R-square of 0.726 shows that the explanatory variable was able to explain 72.6 percent variation in the dependent variable.

**Estimate Of Analysis**

**Table 8: Estimates**

Dependent Variable: POST-TEST		95% Confidence Interval		
TEACHING STRATEGIES	Mean	Std. Error	Lower Bound	Upper Bound
GUIDED DISCOVERY	83.961a	1.344	81.300	86.622
DEMONSTRATION	83.461a	1.313	80.860	86.061
CONTROL	81.053a	1.300	78.479	83.627

a. Covariates appearing in the model are evaluated at the following values:  
PRE-TEST = 47.68

From the above table, we can see that there is a difference in the mean performance of secretarial administration students under guided discovery (83.961), demonstration (83.461), and control (81.053).

**HYPOTHESIS 2:**

**LEVEL OF SIGNIFICANCE (a=0.05)**

**Table 9: Univariate Tests**

Dependent Variable: POST-TEST						
	Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Contrast	187.823	2	93.912	1.405	.249	.024
Error	7752.887	116	66.835			

The F tests the effect of TEACHING STRATEGIES. This test is based on the linearly independent pairwise comparisons among the estimated marginal means.

**HYPOTHESIS 3**

**LEVEL OF SIGNIFICANCE (a=0.05)**

**Table 10: Paired Samples Test**

Paired Differences		Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference	Upper	T	df	Sig. (2 tailed)
Pair 1	GENDER OF THE RESPONDENTS PRE-TEST	59.175	22.892	3.620	-66,496	-51.854	-16.349	40	.000
Pair 2	GENDER OF THE RESPONDENTS POST-TEST	67.050	15,839	2.504	-72.116	-61.984	-26.773	40	.000

From the above table the first pair between gender and the pre-test scores that the mean is 59.175 while the second pair between gender and the post-test score the mean is 167.050. In conclusion since the p-value (0.000) for both pair is less than the level of significance (0.05) therefore the null hypothesis is rejected and there is significant gender difference between the self- efficacy of students taught using guided-discovery and demonstration teaching strategies.

**Summary of Findings**

The study was conducted to determine the influence of teaching strategies on skills acquisition among secretarial administration students. The study revealed that teaching strategies has a positive influence on the academic performance of the students because it introduced them to the need to adopt innovative teaching strategies that prioritize active learning and practical skill development. The study according to Okoye (2024) emphasized the need for innovative and student-centered teaching methods and integration of digital tools. Oduah (2023) noted that teaching strategies that incorporate experiential learning such as internships and role-playing significantly enhance students’ practical skills and readiness for the job market. Bolarin and Akinpelu (2019) affirms that teaching strategies work effectively mainly if they suit learners’ needs since every learner interprets and responds to questions in a unique way with the increasing development in the world of industry and trade, the educational sector in producing competent student in secretarial administration.

**Conclusion**

Based on the findings of the study, it was concluded that teaching strategies have a profoundly positive impact on skills acquisition among secretarial administration students at Tai Solarin University of Education, Ijebu-Ode. Effective teaching strategies play a vital role in enhancing academic performance, facilitating the integration of theoretical and practical knowledge, and ultimately, empowering students to become competent professionals who can contribute meaningfully to their workplaces and the broader community.

**Recommendations**

The recommendations were made based on the information gathered in the course of the study. It will give assistance to students, teachers, school authorities and future researchers.



1. Secretarial Administration students should focus on enhancing their skills acquisition and job readiness to improve employability.
2. The University Management should establish a mentorship program that connects Secretarial Administration students with industry professionals, providing guidance and support during their SIWES Programme.
3. The NUC should develop a sustainable, development-focused curriculum for Secretarial Administration programs, integrating environmental and social responsibility principles.
4. Lecturers should foster collaborative learning environments to enhance teamwork, problem-solving, and critical thinking skills among Secretarial Administration students.

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## INFLUENCE OF CORPORATE SOCIAL RESPONSIBILITY ON COMPETITIVE ADVANTAGE AND PROFITABILITY OF SMALL AND MEDIUM ENTERPRISES IN SOUTH WEST, NIGERIA.

Akinbode Sangodapo<sup>1</sup>, Ademiluyi, L.F. & Mamman. J.S.

<sup>1</sup> Department of Business Education,  
School of Vocational and Technical Education,  
Osun State Polytechnic, Iree.  
+2348035643104

akinbodesangodapo4phd@gmail.com

<sup>2, 3, & 4</sup> Department of Business Education,  
Faculty of Education,  
Kwara State University, Malete.

### Abstract

*Corporate Social Responsibility (CSR) is considered as a performance tool for organizations, particularly small and medium-sized enterprises (SMEs), as it improves many aspects of performance, such as economical, social, and environmental results. It is on this premise that this study examined the influence of corporate social responsibility (CSR) on enterprise competitiveness, and profitability of small and medium enterprises in manufacturing sector in South-West, Nigeria. The study adopted a descriptive survey research design. The population of the study is 14,664 comprising small and medium enterprise manufacturers registered with Small and Medium Enterprises Development Agency of Nigeria (SMEDAN) in the south-west states, Nigeria. The sample size for this study comprised 282 respondents who successfully completed and returned copies of questionnaire distributed to them. The researcher used multi-stage stratified random sampling technique. Mean and standard deviation were used to analyze research questions. The null hypotheses were tested using Independent sample t-test at 0.05 level of significance. The findings of the study revealed that implementation of CSR among SMEs in manufacturing sectors were rated high in enterprise competitive advantage, and profitability. Further to this, there was no statistically significant difference in the ratings of male and female respondents as regards the influence of corporate social responsibility on enterprise competitive advantage of SMEs, and in the ratings of rural and urban respondents on influence of corporate social responsibility on profitability. Based on the findings, recommendations were proffered that SMEs should position their CSR efforts as a unique selling proposition (USP) to widen their competitive advantage over others, and at the same time develop mechanisms to track and measure the outcomes of their CSR initiatives, as this will help them assess the profitability/return on investment, understand what works, and make informed decisions about future CSR activities.*

**Keywords:** Corporate Social Responsibility, Enterprise Competitive Advantage, Profitability, Small and Medium Enterprises.

### Introduction

In the developed world, governments frequently rely on corporate citizens to address issues such as bad roads and environmental maintenance, primary health challenges, economic challenges in relation to unemployment and high poverty rate, basic education, and security awareness within business organizations' immediate surroundings in the name of corporate social responsibility (CSR). When done efficiently, this benefits both the corporation and society as a whole. It is a well-known fact that no government can solve all of a society's problems on its own, thus, corporate social responsibility efforts are frequently left to large corporations alone, leaving large gaps that only small and medium-sized enterprises (SMEs) can bridge with government encouragement.



Corporate social responsibility (CSR) refers to corporate guidelines implemented as part of corporate governance to ensure that company actions are morally responsible and beneficial to society. To make corporations socially accountable to stakeholders such as customers, employees, suppliers, investors, and the general public, CSR focuses on self-regulation inside integrated organizations. The issue of corporate social responsibility is currently at the forefront of national discourse. Critical examinations of pertinent research findings demonstrated that corporate social responsibility has a strong business justification and that firms gain much from it since they consider both long-term and short-term rewards when making choices. Conversely to the above, critics argue that an enterprise's commitment to social responsibility deviates from its basic economic functions, resulting in a diversion of company attention from its primary goal. Based on additional research, it is now widely accepted that there is more to corporate success than profitability or economic gains. Other enterprise accomplishments may be disguised in the practice of corporate social responsibility by small and medium-sized enterprises, particularly in manufacturing sector.

Corporate social responsibility (CSR) is vital because corporate decisions and activities affect society, the environment, and the economy. Depending on the nature of decision-making and company operations, these influences might be advantageous or destructive. According to Muhamad & Muhamad (2020), implementing CSR can help reduce negative social and environmental repercussions while also improving highly sustainable corporate performance. Similarly, Bacinello et al. (2020) discovered that CSR-compliant businesses create job opportunities for local residents, foster the development of their employees' leadership and creative abilities, and address their social, emotional, and physical needs. These employees create a sense of commitment to the organization, focus fully on their responsibilities, and continue to reinvent the company's operations.

Arsić, Stojanović, and Mihajlović (2017) identified five dimensions of corporate social responsibility. The stakeholder, economic, social, environmental, and volunteer components are the most important aspects of corporate social responsibility (CSR). The researcher believes that small and medium enterprises, particularly those in the manufacturing sector, must demonstrate corporate social responsibility in all of the dimensions mentioned above in order to reap the benefits of CRS for the economic development of small and medium-sized enterprises in Nigeria.

The definition of small and medium-sized enterprises is not specific, especially in Nigeria, because it is based on certain distinguishing factors such as the number of employees, initial capital outlay, sales turnover, return on investment, and other related factors that can explain what small and medium-sized enterprises represent (Micah, Kassah & Andah, 2017). This also depends on the economy and the quality of environmental investments under consideration, as different countries' economic development rates vary. For the purpose of this study, Small Enterprises are business ventures or enterprises that have less than 10 employees, an initial capital outlay of less than N5,000,000, and a sales turnover of not more than N15,000,000 annually. Similarly, Medium Enterprises are business structures that have less than 50 employees, an initial capital outlay of less than N50,000,000, and a sales turnover of not more than N100,000,000 annually.

This research focuses on manufacturing SMEs in South West Nigeria since they play an important role in modern economies and are recognized for their contributions to productivity and economic growth. Because of these social and economic features, SMEs, particularly those in the manufacturing sector, are increasingly seen as a strategic priority by national economy (Bayraktar & Algan, 2019). According to the World Trade Organization (2016), in industrialized countries, SMEs in the manufacturing sector account for around 90% of all enterprises, 60 to 70% of total employment, and 55% of GDP. Similarly, Neagu (2016) stated that SMEs in the manufacturing sector are the driving forces behind economic development and the foundation of socio-economic development since they contribute significantly to achieving major economic goals. The concern of the researcher is that if SMEs in manufacturing sector have contributed so much to the economic and productivity advancement of developed nations of the world, then, Nigeria government may

need to re-direct her focus on exploiting or harvesting the potentialities of SMEs especially in the manufacturing sector towards economic and production advancement of Nigeria.

Involvement of small and medium scale manufacturers in corporate social responsibility is assumed to proportionally improve their performances in different ways. Performance in the context of this study is to be measured by SMEs' contributions to enterprise competitive advantage, and enterprise profitability. Competitive advantage is labor-intensive characteristic of small and medium enterprises (SMEs) or elements of the surrounding environment that give an enterprise edge over rivals in a specific market over a given time frame. The qualities or attributes that a product or brand possesses that provide it an edge over its nearest rivals are also known as its competitive advantage. According to Yaneva (2017), a competitive advantage is an edge over rivals obtained by providing better value, charging less, or providing more benefits that satisfy consumers. This support the opinion of Dimitrova (2024) that competitive advantage is a particular favorable attribute that enterprise possesses and that sets it apart from its rivals. An SME securing competitive advantage over others is adjudged to be beneficial. Yaneva (2017) claimed that it helps in maintaining brand loyalty, helps to attract more customers more frequently, and ensure high profitability margin.

Profitability is described as an enterprise's ability to make a profit, it is thought to be a key component of the market economy process, allowing production to be shaped to meet the requirements of consumers. The goal of profitability is to generate a profit from sales of production that is greater than costs. Therefore, an enterprise's profitability reflects the effectiveness and performance of enterprise's entire economic activities. Similarly, Sighicea and Vasilescu (2019) elucidated that the most significant aspects of economic efficiency is profitability. The profitability of an enterprise is the ultimate chance and manifestation of the economic impacts, regardless of the kinds of economic activity and resources involved or consumed. Therefore, profitability is one of the major measuring instruments of SMEs performance.

The focus of this study is on South-west states which comprise Ekiti, Lagos, Ogun, Ondo, Osun, and Oyo States, with SME operators in manufacturing sector. SME operators in the context of this study are persons or groups of persons who own and run small or medium enterprises that fall within the definition of small and medium enterprise for this study. They are relevant to this study because their practice of corporate social responsibility within their communities, and likely benefits of it to them and the society are under investigation. Southwestern states are basically Yoruba speaking states of Nigeria which are largely homogeneous in terms of cultural values and beliefs, occupations and enterprise inclination. Both genders (male and female) serve as SMEs operators because there are male and female enterprise owners across all the six states of South-West Nigeria. This is to say that there is no gender restriction in the entrepreneurial activities in south-west Nigeria. The locations of SMEs varies in the region, we have manufacturing SMEs in both urban and rural areas. Urban locations covers state capitals and other major towns while rural areas are small towns and villages where SMEs are located probably because of access to raw materials and other local facilities.

### **Statement of the Problem**

In Nigeria, the focus of social responsibility of business is directed to the big and multinational companies which are observed to be few in number compared to the number of small and medium scale enterprises. Otaru (2022) reported that in a study jointly published by the National Bureau of Statistics (NBS) and the Small and Medium Enterprises Development Agency of Nigeria (SMEDAN) in December 2020, Nigeria had at least 39,654,385 small, and medium-sized businesses (SMEs) operating. The implication of this is that Nigeria counts only on the limited number of multinational companies to assist government in catering for our societal and environmental issues.

The inference that can be drawn from Otaru (2022), and other facts relating to situation in Nigeria is that government has not as a matter of policy impressed it on SMEs to give back to the society part of the fortunes they made from the society no matter how limited it is. The implication

is that, the government will not receive necessary supports in the areas of environmental, societal, educational, and infrastructural demands. Further to this, the development accruable to SMEs in Nigeria as a result of practicing corporate social responsibility may continue to elude them. Asemah, Okpanachi, and Edegoh (2013) averred that SMEs are deprived of enjoying enhanced brand and reputation, reduction in operation costs, attracting new customers, improvement of company's public image, promotion of long-run profit, improved relations with the investment community, better access to capital, enhanced employee relations, productivity and innovation, and stronger relations within communities through stakeholder engagements when they do not practice corporate social responsibility. These deprivations might be among the reasons for SMEs anemic growth in Nigeria. The performance of SMEs in the areas of enterprise competitiveness, and SME profitability may be boosted to the comprehensive benefits of the larger society. To the best knowledge of the researcher, no similar work has been recently been conducted in the study area. This is the gap the study is designed to bridge, hence the need for this study.

### **Purpose of the Study**

The main purpose of the study is to investigate the influence of corporate social responsibility on competitive advantage and profitability of SMEs. Specifically, the study intends to determine the perceptions of respondents on:

1. the extent of influence of the corporate social responsibility on small and medium scale enterprises' competitive advantage
2. the extent of influence of corporate social responsibility on the profitability of small and medium scale enterprises

### **Research Questions**

The following research questions are raised to guide the study:

1. To what extent is the influence of corporate social responsibility on competitive advantage of small and medium scale enterprises?
2. What is the extent of influence of corporate social responsibility on profitability of small and medium scale enterprises?

### **Research Hypotheses**

The following are the hypotheses formulated for the study:

- Ho1: There is no significant difference in the mean ratings of male and female SME operators on the extent of influence of corporate social responsibility on competitive advantage of SMEs;
- Ho2: There is no significant difference in the mean ratings of urban and rural SME operators on the extent of influence of corporate social responsibility on SMEs' profitability.

### **Methodology**

Descriptive survey research design is used for the study. The population of the study is 14,664 comprising small and medium enterprise Manufacturers that registered with Small and Medium Enterprises Development Agency of Nigeria (SMEDAN) in the South West, Nigeria. The sample size for this study is 282 SMEs that duly completed and returned the questionnaire out of 348 respondents. The researcher used multi-stage random sampling technique. Three out of the six states in South-West were randomly selected through a hat and draw method. This was because of the large size that characterized the population of SME operators in south west states. The three states randomly selected are Ekiti, Ogun and Osun States. The total populations for the selected states is 2,672 SMEs. At the second stage, the sample size of 2,672 that was arrived at in stage one of multistage sampling procedure was considered large by the researcher due to time and financial constraint. In order to be cost and time effective, the researcher made use of Taro Yamane formula at 0.05 margin error to determine the new sample size. This resulted into the generation of 348 manufacturing SME operators as sample size. Two experts assessed the instrument's face and content validity for data collection for this study, and a total of 282 copies of questionnaire were returned out of a total of 348 distributed, representing a 81% return rate. The questionnaire is

structured based on 4 point modified Likert type rating scale of Very High Extent (VHE) 4 points, High Extent (HE) 3 points, Low Extent (LE) 2 points, and Very Low Extent (VLE) 1 point. The instrument's reliability was confirmed through statistical analysis of data acquired during the pilot study. Pearson Product Moment Correlation (PPMC) was used to calculate the correlation between test data sets. The reliability index obtained was 0.78, indicating that the instrument was reliable. Descriptive statistics: mean rating, and standard deviation were used to describe primary data. The hypothesis was tested using an independent sample t-test with a significance level of 0.05.

Items with the mean scores between 3.25 - 4.00 are considered Very High Extent (VHE), items with mean ratings of 2.50 – 3.24 are considered High Extent (HE). Those items with 1.75 – 2.49 are measured as Low Extent (LE), while mean ratings of 1.00 – 1.74 are categorized as Very Low Extent (VLE). The null hypotheses is rejected if the observed significant value (P-Value) of T-Test is less than 0.05 threshold of significance or vice versa.

**Result**

The results of data analysis were presented according to the research questions.

**Research Question One:** To what extent is the influence of corporate social responsibility on competitive advantage of small and medium scale enterprises?

**Table 1: Respondents’ Ratings of items on the extent of influence of CSR on enterprise competitive advantage of SMEs**

S/N	Items	Mean	SD	Remarks
1.	Moderate pricing of quality product by SMEs gives advantage to one SME over other SMEs	3.41	.543	VHE
2.	Control of pollutions (air, water, land, and noise) by SMEs distinguishes one SME from others	3.41	.542	VHE
3.	Strengthening of community basic education system by SME gives one SME an advantage of others	3.39	.535	VHE
4.	Employing effective and efficient experts/workers from within the community boost the advantage that one SME has over others	3.39	.539	VHE
5.	Practice of corporate social responsibility by SMEs assists one SME to have edge over other	3.39	.543	VHE
6.	Contributions of SMEs to the security apparatus of the community generates a positive distinguishing effect for practicing SME	3.39	.538	VHE
7.	Voluntary charitable activities of SMEs to the less privileged propels one SME to enjoy edge over other SMEs	3.16	.594	VHE
<b>Ground Weighted Mean</b>		<b>3.36</b>	<b>.548</b>	<b>VHE</b>

Source: *Field Survey, 2024*

Table 1 shows that larger size of respondents were undivided in their responses to items on the Table, majority of them agreed to the very high extents of all items. This agreement is obvious as all mean scores are equal or above the fixed decision value of 2.50. The standard deviation on the Table ranged from 0.535 to 0.594, they are all within the standard deviation limit of ±1.96. This indicates that there is low disparity from the mean in the respondents’ responses. The average mean and standard deviation of 3.36 and 0.548 respectively are indicators to this fact. The inference from this is that in the opinion of respondents, the extent of influence of CSR among SMEs in manufacturing sectors on enterprise competitive advantage is rated very high.

**Research Question Two:** What is the extent of influence of corporate social responsibility on profitability of small and medium scale enterprises?

**Table 2: Respondents’ Ratings of items on the extent of influence of CSR on profitability of SMEs**

S/N	Items	Mean	SD	Remarks
1.	Employing Experts/workers within enterprise community boost SMEs’ sales	3.38	.537	VHE
2.	Moderate pricing of quality products assists in expanding SMEs’ market share	3.37	.539	VHE
3.	SMEs’ contributions to environmental control assists SMEs’ to generate more income	3.26	.665	VHE
4.	Practicing of corporate social responsibility by SMEs enhances the achievement of profit motives of SMEs	3.25	.671	VHE
5.	Contributions of SMEs to the security apparatus promotes SMEs profit	3.24	.676	HE
6.	Voluntary charitable activities of SMEs to the less privileged improves public demand for SMEs products	3.20	.579	HE
7.	SMEs’ aid to community basic education system encourages loyalty to SMEs’ product brand	3.01	.612	HE
<b>Ground Weighted Mean</b>		<b>3.24</b>	<b>.611</b>	<b>HE</b>

Source: *Field Survey, 2024*

Group	N	Mean	SD	t-cal	df	P-value	Decision
Female	88	3.29	0.221	-2.38	280	0.494	H <sub>01</sub> Accepted
Male	194	3.35	0.198				

Table 2 explains that majority of respondents were undisputed in their responses to items on the Table, greater number of them agreed to the high extents of all items. This agreement is evident as all mean scores are equal or above the fixed decision value of 2.50. The standard deviation on the Table ranged from 0.537 to 0.676, they all fall within the standard deviation limit of  $\pm 1.96$ . This indicates that there is low disparity from the mean in the respondents’ responses. The average mean and standard deviation of 3.24 and 0.611 respectively are pointers to this fact. The implication of this is that in the opinion of respondents, the extent of influence of CSR of SMEs in manufacturing sectors on profitability is rated high.

**Test of Hypotheses**

The two null hypotheses of the study were tested using Independent Sample t-test. The null hypotheses were tested at a 0.05 level of significance. The summary of the test of hypotheses are presented in Table 3 to 6 as follows:

Ho1: There is no significant difference in the mean ratings of male and female SME operators on the extent of influence of corporate social responsibility on competitive advantage of SMEs.

**Table 3: Showing Independent Samples t-test of Respondents on the Extent of Influence of Corporate Social Responsibility on Enterprise competitive advantage of SMEs Based on Gender**

Source: *Field Survey, 2024*

Independent samples t-test was conducted to assess whether there is significant difference between the mean ratings of respondents on the influence of corporate social responsibility on enterprise competitive advantage of SMEs based on gender. Male ratings as regards the influence of corporate social responsibility on enterprise competitive advantage of SMEs had a mean of 3.29 (SD = 0.221), whereas female had a slightly higher mean of 3.35 (SD = 0.198), both means are above the benchmark of 2.50. The t-test indicates that there is no statistically significant difference in the ratings of respondents as regards the influence of corporate social responsibility on enterprise

competitive advantage of SMEs between male and female respondents ( $t = -2.381$ ,  $df = 280$ ,  $P = 0.494$ ). The hypothesis thereby accepted.

Ho2: There is no significant difference in the mean ratings of urban and rural SME operators on the extent of influence of corporate social responsibility on SMEs' profitability.

**Table 4: Showing Independent Samples t-test of Respondents on the Extent of Influence of Corporate Social Responsibility on Enterprise profitability of SMEs Based on Location**

Source: *Field Survey, 2024*

Independent samples t-test was conducted to examine whether there is significant difference between the mean ratings of respondents on the influence of corporate social responsibility on

Group	N	Mean	SD	t-cal	df	P-value	Decision
Rural	51	3.18	0.266	-2.701	280	0.895	Ho2 Accepted
Urban	231	3.30	0.276				

enterprise profitability of SMEs based on location. Rural ratings as regards the influence of corporate social responsibility on enterprise profitability of SMEs had a mean rating of 3.18 (SD = 0.27), whereas urban had a slightly higher mean rating of 3.29 (SD = 0.28), both means are above the benchmark of 2.50. The t-test indicates that there is no statistically significant difference in the ratings of respondents as regards the influence of corporate social responsibility on enterprise profitability of SMEs between rural and urban respondents ( $t = -2.701$ ,  $df = 280$ ,  $P = 0.895$ ). The hypothesis thereby accepted.

### Discussion of Findings

This study examined the perception of small and medium enterprise (SME) operators, on the influence of corporate social responsibility on competitive advantage and profitability of SMEs in South West, Nigeria.

Findings on research question one (Table 1) showed that the extent of influence of CSR among SMEs in manufacturing sectors on enterprise competitive advantage is rated very high. It was further found that moderate pricing of quality product, control of pollutions (air, water, land, and noise), strengthening of community basic education system, employing effective and efficient experts/workers from within the community, contributions of SMEs to the security apparatus of the community, and voluntary charitable activities of SMEs to the less privileged enhance enterprise competitive advantage. The finding is correlated to the finding of Bharadwaj, Varadarajan, and Fahly (2023) who established that focusing employees and consumers in the practice of corporate social responsibility enhances company's competitive advantage a firm has over other firms. Likewise, Marakova, Wolak-Tuzimek, and Tuckova (2021) found that marketing activities, innovation activities and the application of corporate social responsibility are the key sources of competitive advantage in large enterprises operating in the market.

Finding on hypothesis one (Table 3) showed that there is no statistically significant difference in the ratings of respondents as regards the influence of corporate social responsibility on enterprise competitive advantage of SMEs between male and female respondents. This is further established by the study conducted by Abubakar, Belwal, Mohammed, and Mohammed (2022) that proved that firms' performance in terms of competitive advantage was empirically found to be significantly impacted by both CSR and green behavior. Furthermore, the findings revealed that green behavior mediates the relationships between CSR and firm competitive advantage. Companies adopting green behavior enhance a firm's performance and attain a sustainable competitive advantage.

Findings on research question 2 (Table 2) revealed that the extent of influence of CSR of SMEs in manufacturing sectors on profitability is rated high. It was revealed further that Employing

Experts/workers within enterprise community and charging of moderate price for quality products boost SMEs' sales and market share. SMEs' contributions to environmental control, contributions of SMEs to the security apparatus, voluntary charitable activities of SMEs to the less privileged, and aid to community basic education system encourages loyalty to SMEs' product brand, and enhance profitability. These findings relate to the finding of Yanto (2018) the result of Yanto's study showed that disclosure of corporate social responsibility and good corporate governance that is moderated affects firm profitability. Correspondingly, The result of the analysis of Lee and Jung (2016) demonstrated that the positive relationship between CSR and financial performance depends on the levels of product differentiation and outside investment. Specifically, these contingent variables magnify the effects of CSR on financial performance.

Finding on hypothesis seven (Table 4) established that there is no statistically significant difference in the ratings of respondents as regards the influence of corporate social responsibility on enterprise profitability of SMEs between rural and urban respondents. This finding is consistent with Bhavesh and Gurudutta (2023) where it was discovered that a moderately positive correlation between CSR expended amount and total revenue, with CSR spending significantly affecting revenue, and that strong positive correlation was found between CSR expended amount and net profit, with increasing CSR spending leading to increased net profit. Emezi, (2015) also revealed that there is positive correlation between CSR investments and organizational profitability on the long-run.

### **Conclusion**

According to the research findings, the impact of corporate social responsibility (CSR) on competitive advantage and profitability of small and medium-sized enterprises (SMEs) is increasingly recognized as a critical factor contributing to long-term sustainability and success in terms of competitiveness, and profitability. CSR has generally been linked with major organizations, but SMEs are seeing the potential benefits of incorporating CSR into their business models. CSR improves SMEs' image and brand reputation, fosters customer loyalty, and increases employee engagement, all of which lead to better performance. By engaging in socially responsible practices, SMEs can acquire a competitive advantage in the market, attracting socially conscious customers and partners. Furthermore, CSR initiative is capable of fostering collaboration, stimulate innovation, and encourage access to new markets

SMEs frequently have obstacles in implementing CSR due to limited resources, but strategic integration of CSR that matches with their core business objectives can help them overcome these hurdles. Furthermore, government backing and stakeholder pressure are becoming increasingly vital in encouraging SMEs to implement CSR practices. This study concludes that CSR has a considerable positive impact on competitive advantage and profitability of SMEs. When properly applied, it not only promotes financial growth but also improves social and environmental sustainability creating a better and conducive environment for enterprise to operate profitably. SMEs that embrace CSR are more likely to achieve long-term success, strengthen community relationships, and remain competitive in an increasingly mindful market.

### **Recommendations**

The following recommendations were made sequel to the findings and conclusion of the study:

1. SMEs should position their CSR efforts as a unique selling proposition (USP) to widen their competitive advantage over others.
2. SMEs should develop mechanisms to track and measure the outcomes of their CSR initiatives, as this will help them assess the profitability/return on investment, understand what works, and make informed decisions about future CSR activities.

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## Effects of Guided Discovery Method on Academic Performance of Students In Principles of Book Keeping And Accounting

<sup>1</sup>Lawrence, Adebowale Oludare & <sup>2</sup>Prof. Ngozi Bibiana Nwabufo

Department of Business and Entrepreneurship Education  
College of Education, Kwara State University  
Malete Kwara State, Nigeria  
08064127748 adelaw444@gmail.com

### Abstract

*Business Education aims to produce self-reliant graduates, but low academic achievement in key business subjects hinders this goal. To address this challenge, innovative teaching methods are crucial. This study investigated the effect of the guided discovery method on students' academic performance in Principles of Bookkeeping and Accounting. The study employed a quasi-experimental design with 175 second-year business education students used as intact classes. The primary tool for the study was the Principles of Bookkeeping and Accounting Achievement Test (PBAAT). The pre-test was given to both the experimental and control group, after which the experimental group received guided discovery method treatment for six weeks. At the end of the treatment period, a post test was administered to both groups to determine the difference in their academic achievements. The results of data analysis showed that guided discovery method is more effective than lecture method in teaching students in principles of book keeping and accounting in Colleges of Education. Results also showed that there is significant main effect of gender on the academic performance of students taught Principles of Bookkeeping and Accounting with the guided discovery method. Based on the effectiveness of guided discovery teaching method as found out in this study, it is recommended among others that, educators should adopt a Guided Discovery Method (GDM) approach that incorporates student-centered learning, guided instruction, collaborative learning, technology integration, and formative assessments to improve student learning outcomes and academic achievement in Principles of Bookkeeping and Accounting.*

Key words: Guided discovery method, Lecture Method, Academic performance, Teaching Method and Gender.

### Introduction

Teaching and learning have been intertwined since the dawn of humanity. Effective teaching unlocks the gates of knowledge, and every instructional approach corresponds to a unique learning experience. It is true that successful learning depends on various factors that are not all teacher-related, but the methods that a teacher uses continue to play an important role in students learning and academic performance.

The primary objective of teaching at any level of education is to bring about a fundamental change in the learner. (Adodo, 2016). However, the traditional 'chalk and talk' method of teaching that has been used for hundreds of years is not as effective as more modern teaching methods (Hightower, 2017). Many educational practitioners apply teacher-centered methods to facilitate knowledge, but the effectiveness of these methods on student learning has been debated in educational research (Pascarella, etal 2015). In the context of business education, which encompasses the knowledge, skills, and attitude required for promoting and administering a business enterprise, the goal of the program is to produce competent, the goal of the program is to produce competent, skillful, and dynamic business teachers, office administrators, and business people (Anao 2017; Odunaike etal, 2018). One of the key courses that helps achieve this goal is "Principles of Book Keeping and Accounting".

Book keeping is a significant element of business in today's competitive world. Book keeping is a must for every organisation whether big or small. The main purpose is to show how the



resources of the organisation have been allocated and if all the funds can be accounted for. Book keeping and Accounting is an integral aspect of business education. Its importance lies in the fact that it is applied in all fields of job specialties. Secretaries use accounting skills to manage the company's cheque books and petty cash books. Auditors have to study financial statements to evaluate the accuracy and integrity of the business. Executives also need it to judge the success of their businesses. Companies also require some basic knowledge of accounting to avoid financial mismanagement. People use accounting information and principles to make investment decisions, assess interest rates to pay off their house mortgages, and calculate rates for payments in the business world. From the foregoing, it is evident that using traditional method of teaching such as lecture, question and answer may not be effective enough for the development and retention of accounting principles and other business skills that are required to face the world of work. Consequently, there exists the need to embrace more innovative method of teaching that would improve students' academic performance. Hence the need for guided discovery teaching method.

Guided discovery is a method in which the principle content of learning is not directly exposed by the teacher but left to be discovered by the learners, making the teacher a guardian and students active participants in the learning process. Guided-discovery method helps students to develop the ability to solve problems, become active participants, and encourage realism and divergent thoughts. This approach invites the learner to think and to go beyond the given information.

Olorukoba and lawal (2017) asserted that guided discovery enables students to solve issues, engage actively, and promote realism and diverse thinking. This approach encourages the learner to think critically and transcend the provided knowledge. The primary characteristics of guided discovery are acquiring learning via exploration and the learner's accountability. This aids the student in mastering the requisite material for comprehension. Research increasingly indicates that when learners are directed in defining and directing their education, it yields advantages for all learners, educators, the institution, and the educational system, regardless of gender (crozier & davies, 2017).

According to abubakar and uboh (2020), gender is the characteristic that differentiates organisms based on their reproductive functions as female or male. A prominent subject in contemporary global discourse is the relationship between gender differences and academic achievement among pupils. The learning behaviours of men and girls differ significantly. The gender of students and their interest in teaching tactics differ (kirk, 2020). Research indicates that females are more interested in classroom-engaged learning tactics such as brainstorming, think-aloud inquiry, and think-pair-share than boys (shreiner, 2014; kahu, 2013). Despite the inconsistency in evidence on male and female interest in learning methodologies, gender may influence the assessment of academic performance.

Academic performance is the degree to which pupils fulfil their educational objectives, satisfy expectations, and exhibit learning results. It is a complex concept that different metrics, including grades, standardized assessments, and educational achievement, may quantify. It can be affected by several aspects, including students' attributes, educational settings, and pedagogical approaches. Extensive study on teaching efficacy is frequently shown by students' academic success (nwabufo & mamman, 2015).

This teaching method, besides its potential of improving students' academic achievement, also has the promise of delivering competent business education graduates, enhance productivity, increase individual earnings, and engender exponential economic growth. On this background, this study is focused on guided discovery method, as it affect academic performance of students in principle of book keeping and accounting.

### **Statement of the Problem**

Business Education as an aspect of vocational education has the common objective of producing well equipped graduates who will be self-reliant. However it is evident that low

academic achievement of the learners in key business subjects seems to have led to the production of graduates who cannot create and successfully manage their own business. Through the researcher’s interaction with the students, it was observed that many students find it difficult to achieve high grade in key business education courses because the teaching method seems not effective. Recently, there exist graduates of business education who achieved high grades and yet cannot deal with the more complex real-world business challenges they face in their work place. Many researchers attributed this failure to improper teaching method and low or negative interest of the students towards teaching methods. The challenges that business educators are facing in producing self-reliant graduates are so diverse that using or embracing innovative teaching strategies to improve students’ academic achievement is more crucial than ever before. Hence, it is the quest of this study to determine the effect of guided discovery method on academic performance of students in principles of book keeping and accounting.

**Research Questions**

1. What is the main effect of engagement learning strategy on academic performance of students in Principles of Book Keeping and Accounting?
2. What is the main effect of gender on academic performance of students taught Principles of Book Keeping and Accounting with guided discovery method?

**Research Hypotheses**

The following null hypotheses were formulated to guide the study and were tested at 0.05 level of significance.

**H<sub>01</sub>** There is no significant main effect of guided discovery method on academic performance of students in principles of book keeping and accounting.

**H<sub>02</sub>** There is no significant main effect of gender on academic performance of students taught Principles of Book Keeping and Accounting with guided discovery method.

**Methodology**

The study utilized a quasi-experimental design, in which a group of 175-year one business education students were used as intact classes. The primary tool for the study was Principles of Bookkeeping and Accounting Achievement Test (PBAAT). The PBAAT instrument was validated by four experts in business education at Kwara State University, Malete. A pilot study was carried out in Ogun State and the data collected were analyzed with cronbach alpha to obtain the reliability coefficient of 0.71. The pre-test was given to both the experimental and control group, after which the experimental group received guided discovery method treatment for six weeks. At the end of the treatment period, a post test was administered to both groups to determine the difference in their academic performance.

**Findings**

**Research question one:** What is the main effect of guided discovery method on academic performance of students in Principles of Book Keeping and Accounting?

**Table 1: Mean and Standard deviation of academic performance distribution of students taught principles of book keeping and accounting using guided discovery teaching method**

<b>Guided Discovery Method</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>Mean Difference</b>
Pre-Test	175	26.50	11.45	21.74
Post-Test	175	48.24	15.13	

The data presented in table 1 above shows the mean and standard deviation of academic performance distribution of students taught principles of book keeping and accounting using guided discovery teaching method. The table shows a significant improvement in academic performance among students taught principles of bookkeeping and accounting using guided discovery teaching method. Prior to the intervention, the pre-test mean score was 26.50 with a standard deviation of 11.45. Following the use of guided discovery teaching method, the post-test mean score notably increased to 48.24, accompanied by an increase in the standard deviation to 15.13. This substantial



rise of 21.74 points between pre-test and post-test scores indicates that the guided discovery method effectively enhanced students' academic performance. However, the wider standard deviation in the post-test suggests more variability in academic performance among students after employing the guided discovery teaching method. Overall, these findings underscore the effectiveness of guided discovery method in improving students' academic performance in principles of bookkeeping and accounting, albeit with slightly increased variability compared to the pre-test scores.

Research question two: What is the main effect of gender on academic performance of students taught Principles of Book Keeping and Accounting with guided discovery method?

**Table 2: The Mean Achievement Test Scores of students in Principle of Book Keeping and Accounting by Gender Group**

	Gender	N	Pre-Test Mean (X)	Post-Test Mean (X)	Mean Differences
Guided Discovery Method	Male	85	14.90	26.88	11.98
	Female	90	12.55	23.89	11.34

Table 2 shows the mean achievement test scores of students in Principles of Bookkeeping and Accounting, categorized by gender and guided discovery teaching method. Both male and female students exhibited improvement in academic performance, with a pre-test mean of 14.90 for male compared to 12.55 for females. Following the intervention, males achieved a higher post-test mean of 26.88, while females reached 23.89. The mean difference for males was 11.98, slightly higher than the 11.34 mean difference for females. These results indicate that both genders benefited from the guided discovery method, with males experiencing a slightly greater improvement in academic performance compared to females.

**Hypothesis One:** There is no significant main effect of guided discovery method on academic performance of students in Principles of Book Keeping and Accounting.

**Table 3: ANOVA showing the significant main effect of guided discovery method on academic performance of students in Principles of Book Keeping and Accounting**

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	7776.763	29	268.164	1.508	.049
Within Groups	56203.215	316	177.858		
Total	63979.978	345			

Table 3 shows that the ANOVA results provide evidence to reject the null hypothesis that there is no significant main effect of the guided discovery method on the academic performance of students in Principles of Bookkeeping and Accounting. The between-groups analysis reveals a sum of squares of 7776.763 with 29 degrees of freedom, resulting in a mean square of 268.164. The F-statistic is 1.508, and the p-value is .049, indicating statistical significance at the 0.05 level. This suggests that there are significant differences in academic performance among groups using different learning methods. The Within Groups sum of squares (56203.215) represents the variability within each group, contributing to the total variability (63979.978). In summary, the ANOVA demonstrates a significant main effect of the guided discovery method, supporting its influence on enhancing academic performance in Principles of Bookkeeping and Accounting.

**Hypothesis two:** There is no significant main effect of gender on academic performance of students taught Principles of Book Keeping and Accounting with guided discovery method.

**Table 4: ANOVA showing the significant main effect of gender on academic performance of students taught Principles of Book Keeping and Accounting with guided discovery method**

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	146028.738	26	5616.490	8.819	.000
Within Groups	203801.615	320	636.880		
Total	349830.353	346			

The ANOVA table provided in Table 4 demonstrates a significant main effect of gender on academic performance, as indicated by a highly significant F-value of 8.819 ( $p < .000$ ). The sum of squares between groups, representing the variability in academic performance attributed to gender differences, is 146028.738. This value, when divided by its degrees of freedom (26), yields the mean square of 5616.490. The significant F-value indicates that the variation in academic performance across different genders is not due to random chance but rather reflects systematic differences. Consequently, the null hypothesis that gender does not have a significant main effect on academic performance among students taught Principles of Book Keeping and Accounting with the guided discovery method was rejected.

## Results

The findings in research question one revealed notable improvement in the experimental group's post-test scores implies that the guided discovery method positively influences academic performance in Principles of Book keeping and Accounting compared to the lecture method. The study further shows from the hypothesis there was significant main effect of the guided discovery method, supporting its influence on enhancing academic performance in Principles of Book keeping and Accounting. The substantial enhancement in academic performance observed in the experimental group, utilizing the guided discovery method in Principles of Bookkeeping and Accounting, aligns with previous research emphasizing the efficacy of guided discovery method.

The findings in research question one revealed that guided discovery method improved students' academic performance in principles of bookkeeping and accounting. This finding is supported by the results of Afolabi and Akinbobola (2019); Javier and Castro (2019) and Oyewole, (2021) that guided discovery teaching strategy improve students' academic achievement than traditional strategy. The reason is that guided discovery strategy allows students to think and discover facts that will enable them provide solution to financial accounting problems on their own which may be difficult to do in a conventional teaching environment. The results of hypothesis two indicated a substantial main effect of the guided discovery teaching technique on academic achievement in Principles of Bookkeeping and Accounting. The significant improvement in academic performance noted in the experimental group employing the guided discovery method in Principles of Bookkeeping and Accounting corresponds with the findings of Akinbobola and Afolabi (2018), which highlighted that the guided discovery teaching method enhances students' academic performance.

The finding in research question two revealed both genders benefited from the guided discovery method, with males experiencing a slightly greater improvement in academic performance compared to females.

The corresponding hypothesis also revealed a significant main effect of gender on the academic performance of students taught Principles of Bookkeeping and Accounting with the guided discovery method. This finding supports the study of Adeagbo (2017) that boys and girls of the ages perform equally Financial accounting, and as they grow to higher classes, the girls begin to get more interested in financial accounting class. This finding also agrees with the findings of Udo

and Etiubon (2017) that there is a significant difference in the mean achievement test scores of male and female students taught using guided discovery strategy. The results of hypothesis two also suggested that the academic performance of students taught using the guided discovery method is not substantially influenced by gender. This suggests that gender did not significantly impact the academic performance of students who were taught using the guided discovery method. This conclusion is consistent with Adeagbo's (2014) research, which demonstrated that the guided discovery technique resulted in comparable academic performance among boys and females of the same age.

### **Conclusion**

According to the study's result, it has been demonstrated that the guided discovery method of teaching is more effective than the traditional lecture-based approach in teaching principles of book keeping and accounting at Colleges of Education. Guided discovery method of teaching offers the benefit of not only instructing, but also fostering and improving students' drive, enthusiasm, and accomplishments. Consequently, this approach can lead to more efficient learning, ultimately producing high-quality human resources in the workforce.

### **Recommendations**

Based on the findings, the following recommendations were made:

1. Teachers should be trained to effectively incorporate guided discovery method into their teaching practices, especially when teaching principles of book keeping and account.
2. Teachers should be aware that gender do not significantly impact academic performance in book keeping and accounting when using guided discovery method.

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## Teacher And Learner Variables On Secondary School Students' Academic Performance In Business Studies, Ogbomosho, Oyo State

**Olabisi Abosede ISHOLA**

Ladoke Akintola University of Technology, Staff Secondary School, Ogomoso, Oyo State

[isholaolabisi16@gmail.com](mailto:isholaolabisi16@gmail.com)

08065939450

### Abstract

*Academic performance of students is of major interest not only to parents but also to other stakeholders in education, whenever students have below average in their performance which constitute serious problem. This study was conducted to examine the influence of teacher and learner variables in secondary schools students academic performance on Business studies. Ogbomosho, Oyo State. In order to accomplish this two specific objective -influence of teachers' gender on secondary school students' academic performance and influence of teachers' qualifications on secondary school students' academic performance in business studies with two research questions were answered while two null hypotheses were tested at 0.05 level of significance. The study adopted a descriptive survey design. The study population consist 387 respondents comprising 20 teachers and 367 business studies students selected from 10 Junior Secondary schools in five Local Government Areas in Ogbomosho. The questionnaire titled (ITLVAPQ) was used for data collection with used of Cronbach Alpha and reliability coefficient was 0.98. The collected data were analyzed using mean and standard deviation to answer the research questions and the hypotheses were tested using independent samples t-test at a 0.05 level of significance. This study found that there was a significant difference between the mean perception scores of teachers and learner regarding the influence of teacher gender and teacher qualification on secondary school students' academic performance in business studies ( $t_{385} = 0.228, P > 0.05$ ) and ( $t_{385} = -.285, P > 0.05$ ). Two recommendations were made among which since teachers' gender significantly influences students' academic performance in business studies, schools should aim to balance male and female teachers in the department to create a more inclusive learning environment.*

### Introduction

Incorporating business studies into the Secondary School curriculum highlighted the need to equip students with essential and marketable skills for entrepreneurial advancement. Advancing entrepreneurial skill development for Nigerian youth requires incorporating business studies into the Nigerian school curriculum to train managers, accountants, secretaries, and professionals. Business studies is a vocational subject provided in Nigerian Junior Secondary Schools. The program aims to provide adolescents preparing for Senior Secondary School (SSS) with vital pre-vocational skills, facilitating their constructive contributions to themselves and their communities.

Despite the career opportunities for students who studied Business Studies in junior secondary schools, the performance of public-school students in the Basic Education Certificate Examination (BECE) might have been improved, as shown by their poor scores. Ahmed (2015) stated that educational stakeholders, such as parents, the government, and students, have responsibility for children's poor performance. They ascribed the need for essential teaching and learning resources to the government at all levels; the insufficient recruitment of business studies instructors negatively influenced the morale of employed educators due to poor motivation for their roles. They emphasized that the subpar performance of pupils in business studies tests is due to the need for more emphasis on business courses in most public secondary schools, as opposed to science-related disciplines. Teaching as a profession must not demonstrate gender bias in using technology instructional tools to improve pedagogical experiences. This signifies that irrespective



of the instructors' gender, they may effectively educate students by using appropriate teaching methodologies and instructional resources to guarantee optimum comprehension of the course along with the designated behavioural objectives.

Gender disparity has been a considerable issue that has influenced students' knowledge acquisition. *Gender* is a trait that distinguishes organisms according to their reproductive roles as male or female (Ratzer et al., 2017). Particularly in vocational studies, gender has a significant role in determining how well pupils do in school. The socio-cultural variations between men and women are the primary reason why it is important to analyse gender performance. According to Adeyemi and Akpotu (2014), The term "gender" refers to the cluster of traits defining what it is to be a man or a woman, including biological, psychological, and behavioural (Adigun et al., 2015). The authors could not find any statistically significant difference in student performance between male and female professors. In schools, students learn from both highly skilled and less qualified instructors.

Those who have completed training obtained a teaching certificate and state license, and possess a bachelor's degree from a four-year college are considered qualified instructors, according to Usman (2012). Subject matter expertise, knowledge of human development, instructional design and methodologies, assessment techniques, learning environments, communication and advocacy, collaboration and partnerships, professional development, code of conduct, and technology proficiency were all listed as qualifications for a qualified teacher by the revisit. Much research has been conducted on teachers' credentials as criteria related to teaching professionalism. Abe and Adu (2013) affirms that proficient educators in all educational institutions are essential for improving student achievement in all disciplines, including Business Studies. Kalu (2012) defined professionally competent teachers as those who have completed professional training and possess the requisite knowledge, abilities, methods, and aptitudes, shown by degrees such as B.Ed., B.Sc. (Ed), B.A. Ed, M.Ed., among others. Abe (2014) characterized academically educated instructors as those with academic training obtained by attendance at educational institutions, culminating in degrees such as HND, B.Sc, B.A., and M.A. The author stated that qualified instructors possess degrees such as a B.Ed. or B.Sc. Ed, B.A. Ed, and M.Ed. This signifies that teachers' credentials are crucial for the professionalization of education, requiring certification from a recognized institution like the Teachers Registration Council of Nigeria. However, professionally qualified teachers have completed specialized training that endows them with unique professional knowledge, skills, methodologies, and competencies, distinguishing them from general educators.

Abe (2014) affirmed that untrained educators are increasingly undermining the norms of the teaching profession owing to their insufficient professional training. The researchers characterized them as "birds of passage" that create an unwarranted void as they seek more advantageous prospects in their initially chosen vocation. This exemplified the perspectives held by educators toward the teaching profession and the education of their pupils. The literature examined by Daso (2013) and Akpo (2012) revealed that numerous teacher variables, such as years of teaching experience, academic qualifications, involvement in teacher development programs, accessibility of qualified teachers, job satisfaction levels, teacher-student ratio, teacher attitude, and motivation, substantially influence student performance.

Teaching experience includes the skills, exposure, and training acquired throughout time, improving one's capacity to perform a present function or preparing one for a teaching position. Teaching experience may be acquired via several avenues, some of which are unconventional. Experienced instructors have several years of experience providing service and various classroom skills and strategies. These instructors often prioritize responsibilities and concentrate on certain essential instructional matters. They can often manoeuvre through the dynamic attributes of a classroom setting and adeptly tackle the most significant aspect—unpredictability—. Unlike beginner educators, experienced teachers often demonstrate more confidence and flexibility (Kerrins & Cushing, 2020). Additionally, inexperienced instructors often have diminished abilities in speed, flexibility, and fluidity, and they lack cognitive structures that enable the effective recall

and organization of extensive knowledge. Research suggests that an individual needs four to seven years of experience to attain proficiency as a teacher.

Asikhia (2010) posited that educational background and socioeconomic position are interrelated, influencing parental employment decisions, and should not be seen in isolation. The author contended that indicators of profession, income, and education may more objectively delineate socio-class or position. Society is assumed to be hierarchically organized based on the possession of social and economic resources. Parents' job status may influence children's academic achievement and improve performance. Research (Asikhia, 2010) explicitly endorses the choice of parental occupation as an indicator of academic achievement. Research indicates a distinct association between parental professional choices and children's academic success. The author noted that the correlation coefficient ranged from 0.10 to 0.70, indicating a positive relationship, wherein an increase in one variable corresponds to an increase in the other. This indicates that extensive teaching experience strongly correlates with the methods used to impart knowledge to students.

Asikhia, (2010) examined literature indicated that research on teacher and learner characteristics, such as instructors' gender, credentials, and years of experience, on improving student performance demonstrates an equivocal effect on students' outcomes. Therefore, analyzing the learner's characteristics is essential to promoting exceptional student achievement.

This research examines the influence of instructors' and learners' factors on secondary school students' academic performance in business studies. Nevertheless, other pertinent aspects about instructional materials' availability, use, and sufficiency for enhancing student performance must be included. A global natural gender role differentiation seems to have exacerbated the disparity in opportunities between men and women. Gender disparity has been a considerable issue that has influenced students' knowledge acquisition. Gender is a trait that distinguishes organisms according to their reproductive roles as male or female (Ratzer et al., 2017). Gender substantially affects students' academic performance, especially in vocational disciplines. The importance of examining performance about gender is mainly based on the socio-cultural differences between females and males. Adeyemi and Akpotu (2014) defined the gender gap as the substantial difference and the void between men and females in diverse endeavours. The examined literature reveals that research on teacher and learner characteristics, including instructors' gender, and qualification suggests an ambiguous effect on student performance. This research seeks to analyze the influence of educator and student factors on the academic performance of secondary school students in business courses.

### **Statement of the Problem**

Students' academic achievement is significant to parents and other educational stakeholders. It is a crucial method for assessing the quality and efficacy of educators inside the system. In Nigeria, the subpar academic performance of pupils has emerged as a concerning issue among educational stakeholders (Abiri, 2013; Onajite et al., 2019). The subpar performance of students in Business Studies has persistently elicited criticism over instructors' insufficient professional qualifications and pedagogical approaches (Popoola, 2019). According to the records from Oyo State BECE for 2017, 2018, 2019, 2020, and 2021, a significant number of students in the Ogbomoso Educational Zone achieved Credits (Cs) in Business Studies. However, Distinctions (As) and Passes (Ps) were scarce. This indicates that most students achieved credit (C) passes in Business Studies, with aggregate scores ranging from 50 to 59 points. This indicates that students' performance in business studies was unsatisfactory, necessitating an improvement in their performance to get distinctions (As) as a mark of excellence. The study indicates that little investigation has been conducted on the interplay of instructor gender and experience in student success in business studies. This research aims to investigate the influence of teacher and learner factors on the academic performance of secondary school students in business studies in Oyo State, Nigeria.

### Research Questions

The following research questions were raised to guide the study.

1. To what extent does the teachers' gender influence secondary students' academic performance in Business Studies?
2. To what extent do the teachers' qualification influence secondary students' academic performance in Business Studies?

### Research Hypotheses

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

H<sub>01</sub>: There is no significant difference between mean perceptions of teacher's and learners regarding the influence of teachers' gender on secondary school students' academic performance in Business Studies.

H<sub>02</sub>: There is no significant difference between mean perceptions of male and female respondents regarding the influence of teachers' qualifications on secondary school students' academic performance in Business Studies.

### Methodology

Descriptive survey design was adopted for this study. The study population consist 387 respondents comprising 20 teachers and 367 business studies students selected from 10 Junior Secondary schools in five Local Government Areas in Ogbomosho. The questionnaire titled: Influence of Teacher and Learner Variables on Academic Performance Questionnaire (ITLVAPQ) was used for data collection with used of Cronbach Alpha and reliability coefficient was 0.98. The collected data were analyzed using mean and standard deviation to answer the research questions and the hypotheses were tested using independent samples t-test at a 0.05 level of significance. This study found that there was a significant difference between the mean perception scores of teachers and learner regarding the influence of teacher gender and teacher qualification on secondary school students' academic performance in business studies ( $t_{385} = 0.228, P > 0.05$ ) and ( $t_{385} = -.285, P > 0.05$ ). Thus, teacher gender and teacher qualification influenced academic performance. Two recommendations were made among which since teachers' gender significantly influences students' academic performance in business studies, schools should aim to balance male and female teachers in the department to create a more inclusive learning environment and teachers' qualifications significantly influence students' academic performance, schools should invest in continuous professional development programs to enhance the qualifications and expertise of their teaching staff.

### Results and Interpretations

**Research Question 1:** To what extent does the teachers' gender influence secondary students' academic performance in Business Studies?

**Table 1: Mean responses of the respondents on the extent teachers' gender influences secondary students' academic performance**

S/N	Item Statements	Mean	SD	Remarks
1	Male teachers are attentive to their student's performance in Business Studies, offering encouragement that leads to improved academic results.	3.68	0.58	Very High Extent
2	Female teachers create additional teaching periods, positively impacting students' academic performance.	3.09	0.50	High Extent
3	Female teachers possess a better mastery of the subject than their male counterparts, contributing to enhanced student performance.	3.15	0.87	Very High Extent

4	Male Business Studies teachers sometimes use canes as a disciplinary method, which they believe helps students perform better.	2.91	0.78	High Extent
5	Female teachers are more frequently qualified to teach Business Studies than male teachers, which contributes to better performance in students taught by females.	3.00	0.98	High Extent
6	Male teachers are skilled in class management, which sparks students' interest and leads to improved academic performance.	3.34	0.87	Very High Extent
	Grand weighted Mean	3.20	0.76	High Extent

*Survey Research (2024)*

Table 1 presented the average responses and variability regarding the influence of teachers' gender on secondary students' academic performance in Business Studies. The responses indicated that male teachers are attentive to students' performance in Business Studies, providing encouragement that significantly enhances academic outcomes, with a mean of 3.68. Female teachers were noted for creating extra periods for instruction, which also significantly improves student performance, with a mean of 3.09. Participants strongly believe that female teachers have superior mastery of the subject compared to their male counterparts, which positively affects student performance, with a mean of 3.15. The responses also showed that male Business Studies teachers' use of canes contributes significantly to student performance, with a mean of 2.91. Furthermore, female teachers were considered more qualified to teach Business Studies than their male counterparts, leading to better student performance, with a mean of 3.00. Male teachers were also recognized for excelling in class management, which significantly enhances student interest and performance, with a mean of 3.34.

The standard deviations for all six items ranged from 0.50 to 0.98, indicating that the responses were closely grouped around the mean scores, showing limited variability. The overall weighted average mean for the construct was 3.20, with a standard deviation of 0.76. These findings suggest that respondents viewed the influence of teachers' gender on secondary students' academic performance in Business Studies as significant, with a mean of 3.20 and SD of 0.76, indicating that teachers' gender plays a notable role in influencing academic outcomes in this subject.

**Research Question 2 :** To what extent does the teachers' qualification influence secondary students' academic performance in Business Studies?

**Table 2: Mean responses of the respondents on the extent to which teachers' gender influences secondary students' academic performance**

S/N	Item Statements	Mean	SD	Remarks
7	Teachers' qualifications are crucial in determining students' better performance in Business Studies.	3.45	0.67	Very High Extent
8	Teachers with an NCE qualification are perceived to teach effectively, contributing to improved student performance in Business Studies.	3.12	0.83	High Extent
9	Teachers holding a B.Sc. (Ed) qualification are considered to provide better instruction, leading to enhanced student performance in Business Studies.	3.04	0.81	High Extent
10	Teachers with an HND and PGDE qualification are seen as teaching more effectively, significantly boosting student performance in Business Studies.	3.03	0.94	High Extent
11	Teachers with an M.Sc. (Ed) qualification are	3.08	0.86	High Extent



regarded as teaching more effectively, leading to outstanding student performance in Business Studies.

12	Teachers holding a Ph.D. qualification are believed to teach much better, resulting in exceptional student performance in Business Studies.	2.76	0.90	High Extent
<b>Grand weighted mean</b>		<b>3.08</b>	<b>0.84</b>	<b>High Extent</b>

*Survey Research (2024)*

Table 2 The above show the average responses and variability regarding the influence of teachers' qualifications on secondary students' academic performance in Business Studies. The findings revealed that teachers' qualifications significantly influence student performance in Business Studies, with a mean score of 3.45. Participants indicated that teachers with NCE qualifications positively influence student performance in Business Studies, with a mean score of 3.12. Teachers holding a B.Sc. (Ed) qualification enhanced student performance significantly, with a mean rating of 3.04. Similarly, teachers with an HND + PGDE qualification were recognized for their positive contribution to student performance, achieving a mean rating of 3.03.

The responses further suggested that teachers holding an M.Sc. (Ed) qualification significantly enhance students' performance in Business Studies, with a mean of 3.08. However, those with a Ph.D. qualification were perceived to contribute even more effectively to improving student performance, though with a mean rating of 2.76, slightly lower than the other qualifications. The standard deviations for all six items ranged from 0.67 to 0.94, indicating that the responses were closely clustered around their average scores. The table shows a weighted average mean of 3.08, with a standard deviation of 0.84. These results suggest that respondents firmly acknowledged the influence of teachers' qualifications on secondary students' academic performance in Business Studies. The findings indicate that the qualifications of teachers play a significant role in influencing students' academic performance in this subject, with a mean of 3.08 and a standard deviation of 0.84.

**Hypotheses Testing**

**H<sub>0</sub>1: There is no significant difference between the mean perception of teacher and learner regarding the influence of teachers' gender on secondary school students' academic performance in Business Studies.**

**Table 3  
Independent Samples t-test of mean perception of gender on teachers' gender and students' academic performance**

Group Status	N	Mean	SD	t-cal	DF	P-value	Decision
Teachers	20	3.42	0.21	3.48	385	0.001	<b>H<sub>0</sub>1 Rejected</b>
Students	367	3.19	0.26				

*Survey Research (2024)*

P<0.05

The analysis of data from table 3 above revealed that 20 respondents, accounting for 5.2%, were business studies teachers, whereas 367 respondents, representing 94.8%, were business studies students. The analysis revealed a weighted average mean of 3.20 and a standard deviation of 0.76. This suggests that respondents significantly acknowledged the influence of teachers' gender on secondary students' academic performance in business studies. The table indicates a significant difference in the mean perceptions of teachers and learners concerning the influence of teachers' gender on secondary school students' academic performance in Business Studies (t385 = 0.001, P < 0.05).



**H<sub>0</sub>2:** There is no significant difference between the mean perception of male and female respondents regarding the influence of teachers' qualifications on secondary school students' academic performance in Business Studies.

**Table 4: Independent Samples t-test of mean perception of gender on teachers' qualifications and students' academic performance**

Group	N	Mean	SD	t-cal	DF	P-value	Decision
Gender							
Male	145	3.15	0.35	3.26	385	0.001	<b>H<sub>0</sub>2 Rejected</b>
Female	242	3.04	0.32				
<i>Survey Research</i> (2024)							P<0.05

The analysis also highlights a significant difference in the perceptions of teachers and students regarding the impact of teachers' qualifications on student performance in business studies. The t-test results ( $t(385) = 0.001, p < 0.05$ ) confirm this significant difference. As a result, the null hypothesis was rejected, which suggested no significant difference between the perceptions of male and female respondents regarding the influence of teachers' qualifications. This finding indicates that male and female respondents in business studies hold differing views on how teachers' qualifications affect academic performance in the subject, with a mean difference of 11.

**Discussion on findings**

The analysis of Research Question 1, as shown in Table 1, revealed that significant difference was found between teachers' and students' perceptions of the influence of teachers' gender on students' academic performance, also significant difference between teachers' and students' perceptions of the influence of teachers' qualifications on students' academic performance in Business Studies. Additionally, the hypothesis testing indicates no significant difference in respondents' perceptions regarding the effect of teachers' gender on students' academic performance. This finding aligns with Adigun, Onihunwa, Irunokhai, et al (2015), who found no significant link between students taught by male and female teachers. Similarly, it supports Akpo's (2017) study, highlighting that gender differences create a significant divide between male and female students, especially in subjects like social sciences and sciences.

Table 2 demonstrates that respondents acknowledged a strong correlation between teachers' qualifications and students' academic success. According to the findings, a qualified Business Studies teacher should possess a relevant qualification, such as NCE (Business Education), B.Sc (Business Education), M.Ed (Business Education), or Ph.D. (Business Education). This conclusion supports Ajisafe et al. (2015), who emphasized that Business Education teachers should have both business expertise and professional attributes to perform effectively. Imeokparia (2018) also suggested that such qualifications are essential for Business Studies instructors. The results of the hypothesis tests reveal a significant difference in the perceptions of teachers and students regarding the role of teachers' qualifications in academic performance. As Ajisafe, Bolarinwa, and Edeh (2015) asserted, teachers with appropriate qualifications from accredited institutions are likely to enhance students' performance in Business Studies.

**Conclusion**

Findings of this study have clearly depicted that the academic performance of business studies students was influenced by teacher and learner variables. The teacher's gender influenced academic performance. The teachers' qualifications influenced the student's academic performance.

**Recommendations**

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

1. Schools should aim to balance male and female teachers in the department to create a more inclusive learning environment.



2. Schools should invest in continuous professional development programs to enhance the qualifications and expertise of their teaching staff.

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## BASIC DIGITAL SKILLS AS DETERMINANTS OF BUSINESS EDUCATORS' JOB PERFORMANCE IN TERTIARY INSTITUTIONS

<sup>1</sup>Prof T.A. Umoru & <sup>2</sup>RofiatOlayinka, Salami

<sup>1</sup>Department and Entrepreneurship Education.

Faculty of Education, Kwara State University, Malete.

<sup>2</sup>Department of Business Education,

Federal College of Education,

Abeokuta Ogun State.

[yinkyinto@gmail.com](mailto:yinkyinto@gmail.com)

07060884022

### Abstract

*This study examined basic digital skills as determinants of business educators' job performance in tertiary institutions. Two research question were raised and one hypothesis was tested in the study. The study used a descriptive survey design. The population of the study comprised 216 business educators in government owned colleges of education and government owned universities in South west, Nigeria. Two hundred and sixteen questionnaires were administered. Only 183 one hundred and eighty-three were retrieved and used for the study. The instrument used for data collection was a structured questionnaire tagged 'Basic Digital Skills as Determinant of Business Educators Job Performance' (BDSDBEJP) designed by the researcher with 4-point rating scale. The instrument went through face and content validation by three experts. The reliability of the instrument was ensured using cronbach alpha which yielded a reliability coefficient of 0.91. Mean and standard deviation were used to analyse the data collected to answer the research question. The hypothesis was tested using linear regression at 0.05 level of significance. The research questions revealed that business educators in tertiary institutions are rated high in their level of basic digital skills, with a grand weighted mean and standard deviation of ( $\bar{x} = 2.99$ ;  $SD = 0.66$ ), business educators in tertiary institutions possessed a high level of job performance with a grand weighted mean and standard deviation of ( $\bar{x} = 3.13$ ;  $SD = 0.61$ ). the found among others that there was a significant positive relationship between basic digital skills and business educators' job performance in tertiary institutions ( $F_{181} = 206.58$   $p = 0.001$ ). Based on the findings of the study, it was concluded that basic digital skills significantly determine the job performance of business educators and it was recommended among others that business educators should maintain and improve their basic skills to enhance their job performance.*

**Keywords:** Basic digital skills, business educators and job performance.

### Introduction

Digital skills are becoming increasingly important as a result of the ways that technology has taken over various facets of life and the workplace. The world is rapidly transitioning from analogue to digital, with the educational system appearing to be the most impacted in terms of pedagogy. In order to be relevant, educators and learners must stay up to date on this trend. This is due to the fact that technology significantly boost business productivity and performance, certain institutions use digital capabilities to increase efficiency, effectiveness, and quality in their work. Therefore, business educators are required to possess skills that will enable them perform their jobs well. This is so because both public and private institutions worldwide are embarking on digitalization of their services. The danger of becoming digitally excluded poses a threat to all individuals who do not have the necessary skills to handle the digitalization of the various spheres of human endeavours. It is therefore necessary to acquire the right skills to make use of the new technologies in the work place. Digital skills according to World Bank in Umoru (2020) are separated into three, namely: basic, intermediate and advance digital skills

Basic digital skills are the fundamental skills needed to use digital technologies such as using a browser, connecting to the internet, and keeping password secure. The skills are necessary



for using ICT systems, tools, and devices to support tasks and functions in an efficient manner. Proficiency in using fundamental digital technologies is fostered by having basic digital abilities. In order to use a variety of technological assets, including computers, smartphones, software (word processors, applications), online operations (internet, search engines, social networks, e-commerce, privacy), and communication media, one must have a basic understanding of both hardware and software (Laar et al, 2020). In 2015, the Organisation for Economic Co-operation and Development (OECD) defined digital basic skills as informational, communication, safety, and problem-solving abilities as well as digital foundation skills. One of the qualities of a digital educator is the ability to communicate with available digital devices. It involves the ability to teach, research, send messages, evaluate and gather feedback from other school personnel using available devices. Digital foundation skill are the abilities to turn on electronic device, use the keyboard, mouse to perform operation skills, open the internet, create password and keep login details safe (Dixon, 2019). Digital information skills are the ability in using search engines and accessing content across devices. Digital communication makes it easy for the educators to share ideas with other educational stakeholders within or outside the school environment. Digital communication also makes it easy for the teacher to be able to use any form of devices and understand how these devices are used in the most efficient manner for the goals and objectives of teaching and learning to be achieved. If educators are to be digitally literate and proficient, the need for digital safety cannot be overemphasized. Just as digital devices are proliferated on regular basis, so also are cases of digital fraud on the rise. Digital problem-solving skill is the ability to find solutions to problems using digital technology.

According to the Business Dictionary (2017), job performance is the sum of an employee's expected work-related activities and the quality of their execution. It's a personal assessment based on the work of a single individual. According to Alamdar et al (2016), perception, abilities, values, competences, and attitudes have significant impact on how well an employee performs. In the workplace, it is so important that it cannot be disregarded. Higher productivity and profitability are the actual outcomes that the organisation hopes to achieve, and these are brought about by attitude and action. It calls for talent, a readiness to do duties as given, the willingness to work extra hard to get things done, creativity, and inventiveness. Productivity will inevitably increase when there is effective job performance, and the organisation will function better. Job performance is, therefore, very important because it leads to high productivity. Business educators' job performance is the extent to which they perform their duties so as to achieve the institutions' objective. Ezenwafor and Hafsat (2017) noted that business educators' job performance could be measured through annual report of their teaching activities such as lesson preparation, mastery of subject matter, commitment, effective supervision and monitoring of students' work, motivation and class management among others. Digital technologies have the potential to change the way we work and interact, which is likely to create new opportunities also secure our job.

Business educators are business education graduates that are trained to perform the task of equipping recipients at the secondary and post-secondary school levels with skills and knowledge to confidently pursue entrepreneurial career and lifelong learning tasks. Business educators' are usually faced with the responsibility of teaching the relevant knowledge, skills and attitudes as well as undertaking researches for both personal and national growth in addition to performing other administrative duties. One of the ways by which the multiple natures of the duties of academics may be effectively tackled is the application, adoption and use of digital skills. Digital technology has permanently affected the performances of the business educators especially in public tertiary institutions. With the continued development of digital skills, business educators in public tertiary institutions should now be prepared to learn basic digital skills. Thus, business educators need to be digitally compliant in order to cope with the new challenges. In institutions, lecturers are the backbone of educational institutions, contributing significantly to the achievement of institutional objectives.

Tertiary institutions play a key role in the digital transformation of our societies, particularly in addressing the need for adequate skills. According to Okute and Agomuo (2016) tertiary institutions are the third tier of learning that provide training in an ever-increasing number of specialized knowledge and skills for modern society. It is incumbent on all business educators as stakeholders in education to pay greater attention to educating their students for sustainable development. According to the United Nations Educational, Scientific and Cultural Organization (2014), education for sustainable development allows every human being to acquire the knowledge, skills, attitude and values necessary to shape a sustainable future. For business education programme to be sustainable, its recipients at the tertiary level are expected to be equipped with appropriate knowledge and skills for global competitiveness in a digital era that is highly dominated with technology. The researcher observed that public tertiary institutions are not making the most use of digital technologies. Lack of skills and other challenges may be inhibiting the institutions from tapping into this opportunity fully. In Nigeria, there are state owned tertiary institutions and federal owned tertiary institutions. In other words, business educators are expected to adequately acquire these skills to enable them fit into the digital work environment, if they must be relevant and compete favourably with their counterparts in a highly competitive global marketplace where knowledge and skills are the major commodities for survival in any endeavour. Therefore, it is based on this background that the study focused on basic digital skills as determinants of business educators' job performance in tertiary institutions.

### **Statement of the Problem**

Digital skills enhance educational processes by allowing business educators to discharge their duties easily with the help of digital tools. Digital technology particularly in public tertiary institutions in Nigeria faces various challenges. Most business educators have not been making effective use of digital resources in their work performance. The hindrances and constraints come as a result of human resource shortage, shortage of technological facilities, lack of knowledge and use of digital technologies. Could it be because most digital facilities are not available in the tertiary institutions or where they exist, they are either not functional or inadequate for business educators? Therefore, for effective and efficient use of digital technologies by business educators in order to improve their performance in administrative duties, there is need to examine the critical and important areas where digital skills are required by business educators. Hence, it is on this premise that the researcher intends to examine basic digital skills as determinants of business educators' job performance in tertiary institutions.

### **Research Questions**

In line with the study, two research questions were raised to guide the study.

1. what is the level of basic digital skills of business educators in tertiary institutions?
2. what is the level of job performance of business educators in tertiary institutions?

### **Research hypothesis**

One null hypothesis was formulated and tested at 0.05 level of significance

1. H<sub>01</sub>: Basic digital skills do not significantly determine business educators' job performance in tertiary institutions

### **Methodology**

The study adopted descriptive survey design for the study. The researcher sought the opinion of the respondents on basic digital skills as determinants of business educators' job performance in tertiary institutions. The population of this study comprised 216 business educators in tertiary institutions in South West, Nigeria. A total population of 216 business educators were chosen for the study. Census sampling technique was adopted by the researcher where all business educators in each tertiary institutions were allowed to participate in the study. A structured questionnaire designed by the researcher was used in gathering data which is tagged 'Basic Digital Skills and Business Educators' Job Performance Questionnaire' (DSBEJPQ). The questionnaire was made of 30 items. The questionnaire items were placed on four-point rating scale of Very High Level (3.25 –

4.00), High Level (2.50 – 3.24), Low Level (1.75- 2.49) and Very Low Level (1.00-1.74). The instrument was validated by three experts. Cronbach alpha was used to determine the reliability coefficient which yielded 0.91. The researcher with the aid of research assistants administered 216 copies of questionnaire where 183 copies were retrieved and used. Mean and standard deviation were used to analyse the data collected to answer the research questions raised. Linear regression was used to test the hypothesis.

**Results**

**Research Question One:** what is the level of basic digital skills of business educators in tertiary institutions?

**Table 1: Mean and standard deviation of responses on basic digital skills of business educators in tertiary institutions**

S/N	Items	Mean	SD	Remarks
1	Ability to turn on electronic devices	3.39	0.55	Very High Level
2	Ability to open connect to the internet,	3.28	0.66	Very High Level
3	Ability to create a quality résumé using word processor	3.07	0.63	High Level
4	Ability to organize digital information	3.00	0.65	High Level
5	Ability to create digital messages across a range of digital media for example graphics, text, audio, animation	2.83	0.71	High Level
6	Ability to use digital devices to share content among colleagues	3.13	0.61	High Level
7	Ability to comply with organizations’ security protocols when accessing email or working remotely	2.93	0.64	High Level
8	Ability to use power point package for presentation.	2.96	0.71	High Level
9	Ability to identify a problem with digital tools.	2.93	0.70	High Level
10	Ability to determine the technicalities in solving a problems with digital tools.	2.71	0.72	High Level
11	Being innovative in solving problems.	2.86	0.64	High Level
12	Being able to gather resources to solve problems.	2.83	0.64	High Level
13	Ability to use data storage	3.09	0.71	High Level
14	Ability to keep password secured	3.09	0.63	High Level
15	Ability to take precautions against viruses.	2.72	0.75	High Level
<b>Grand Weighted Mean</b>		<b>2.99</b>	<b>0.66</b>	<b>High Level</b>

*Source: Field Survey, 2024*

Analysis of data in Table 1 reveals the mean ratings and the standard deviation of the respondents regarding the level of basic digital skills of business educators in tertiary institutions. The respondents rated to a very high level, the ability to turn on electronic devices and ability to open connect to the internet (mean =3.39 and 3.28). Similarly, the respondents rated to a high level in the ability to create a quality résumé using word processor, ability to organize digital information and create digital messages across a range of digital media for example graphics, text, audio, animation (mean =3.70, 3.00 and 2.83). Table 3 reveals further, the high level of business educators in tertiary institutions in their ability to use digital devices to share content among colleagues, ability to comply with organizations’ security protocols when accessing email or working remotely and ability to use power point package for presentation (mean =3.13, 2.93 and 2.96) respectively. Equally the respondents rated to a high level, their ability to identify a problem, ability to determine the technicalities in solving a problem and being innovative in solving problems (mean = 2.93, 2.71 and 2.86) respectively. Also, the respondents rated their digital skills to a high level, which include being able to gather resources to solve problems, ability to use data storage, ability to keep password secure and ability to take precautions against viruses (mean =2.83, 2.72, 3.09 and 3.09). The standard deviations of the items are low, ranging from 0.55 to 0.75 indicating that their responses are not too widespread. In summary, business educators in tertiary institutions rated high in their level of basic digital skills, with a grand weighted mean and standard deviation of ( $\bar{x}$  =2.99; SD = 0.66).

**Research Question Two:** what is the level of job performance of business educators in tertiary institutions?

**Table 2: Mean and standard deviation of responses on job performance of business educators in tertiary institutions**

S/N	Items	Mean	Std	Remarks
16	Ability to use CD-ROM, flash drives containing prepared lessons materials for teaching.	2.12	0.66	Disagreed
17	Ability to supervise student project or seminar creditably	3.39	0.56	Strongly Agreed
18	Ability to use digital technology in sharing ideas among student and many more	3.21	0.66	Agreed
19	Ability to use internet for academic research purposes	3.26	0.67	Agreed
20	I use MS power point presentation for my lectures	2.86	0.75	Agreed
21	Ability to share ideas with others business educators through social media platform to collaborate on problem solving.	3.08	0.68	Agreed
22	Ability to create new products or services	2.79	0.68	Agreed
23	Ability to create relevant course material that align with the curriculum	3.03	0.66	Agreed
24	Ability to supervise the programme activities	3.15	0.61	Agreed
25	Punctuality in attending lectures	3.61	0.52	Strongly Agreed
26	Preparation of professional document	3.18	0.59	Agreed
27	Ability to guide student in their academic pursuit as a mentor when needed	3.42	0.53	Strongly Agreed
28	I prepare the student for industrial training	3.29	0.51	Strongly Agreed
29	Ability to work collaboratively with colleagues to enhance the overall quality of business education within the institution	3.27	0.56	Strongly Agreed
30	Incorporating relevant tools to enhances the learning experiences	3.22	0.50	Agreed
<b>Grand Weighted Mean</b>		<b>3.13</b>	<b>0.61</b>	<b>Agreed</b>

*Source: Field Survey, 2024.*

Analysis of data in Table 2 reveals the mean responses and the standard deviation of the respondents regarding the level of job performance of business educators in tertiary institutions. The respondents disagreed on their ability to use CD-ROM, flash drives containing prepared lessons materials for teaching (mean = 2.12), but strongly agreed on their ability to supervise student project or seminar creditably (mean = 3.39). The Table reveals further that respondents agreed more on their: ability to use digital technology in sharing ideas among student and many more (mean = 3.21), ability to use internet for academic research purposes (mean = 3.26) ability to use MS power point presentation for my lectures (mean = 2.86), ability to share ideas with others business educators through social media platform to collaborate on problem solving (mean = 3.08), also, ability to create new products or services(mean = 2.79) and that they have ability to create relevant course material that align with the curriculum and ability to supervise the programme activities (mean = 3.03 and 3.15). Furthermore, the Table reveals that the respondents strongly agreed that they are punctuality in attending lectures (mean = 3.61) as well as agreed to their abilities in preparing professional document (mean = 3.18), while strongly agreed to their ability to guide students in their academic pursuit as a mentor when needed and I prepare the student for industrial training (mean = 3.42 and 3.29). Similarly, the respondents strongly agreed on their ability to work collaboratively with colleagues to enhance the overall quality of business education within the institution (mean = 3.27) and agreed to incorporate relevant tools to enhance the learning experiences (mean = 3.22). The standard deviations of the items are low, ranging from 0.50 to 0.75 indicating that their responses are not too widespread. In summary, the overall responses of the respondents show that they agreed with the construct. This implies that business educators in

tertiary institutions possessed a high level of job performance with a grand weighted mean and standard deviation of ( $\bar{x}$  = 3.13; SD = 0.61).

**Test of Hypothesis**

The following null hypothesis was formulated and tested at a 0.05 level of significance:

H<sub>0</sub>1: Basic digital skills do not significantly determine business educator’s job performance in tertiary institutions.

**Table 3: Summary of Regression Analysis of the Basic digital skills as the determinant of business educators’ job performance in tertiary institutions.**

Model	N	R	R Square	Adjusted R Square	F-cal.	P-value
1	183	0.728	0.529	0.527	206.58	0.001

Dependent Variable: Jobperformance

Source: Field Survey 2024

Table 3 summarizes the regression results of basic digital skills as a determinant of business educators’ jobperformance in tertiary institutions. The result indicated that there was a positive relationship between basic digital skills and jobperformance of business educators in tertiary institutions (R = 0.728) while R-squared is 0.529 which means that the independent variable (Basic digital skills) explained 53.3% variations of the dependent variable (Job performance). Thus, this is an accurate reflection that, there is a significant positive relationship between basic digital skills and business educators’ jobperformance in tertiary institutions ( $F_{181} = 206.58$  p = 0.001).

**Table 4 Test of significance**

Model	Unstandardized Coefficient		Standardized Coefficient	T	Sig.	95% Confidence Interval	
	B	Std. Error	Beta			Lo/Bound	Up/Bound
1 (Constant)	1.297	.135		9.604	0.001	1.030	1.563
Basic digital skills.	0.636	.045	.728	14.27	0.001	0.548	0.724

Dependent Variable: Job performance

Source: Field Survey 2024

The test of significance results presented in Table 4 shows that, basic digital skills significantly determine jobperformance of business educators in tertiary institutions (B = 0.636;  $t_{(181)} = 14.27$ , P = 0.001). It indicated that at 5% level of significance, it is evidenced that the regression equation specified that of basic digital skills significantly determine business educators’ jobperformance. Based on this, the null hypothesis was rejected, and it was concluded that Basic digital skills significantly determine business educators’ jobperformance in tertiary institutions

**Discussion of Findings**

Research question one determined the level of basic digital skills of business educators in tertiary institutions. The study revealed that business educators in tertiary institutions rated high in their level of basic digital skills. This is in line with the report of the International Telecommunication Union (2020), that digital skills are highly required to participate in the labour market and recommended that digital skills should be embedded in education and training, to enable individuals participate fully in the modern digital economy, whether as technology specialist, leaders of digitally enabled businesses, educationist or worker in digitally enabled jobs across the economy. This finding also concurs with the opinion of Nnaji and Okoro (2020) who reported that business educator teacher is expected to be competent in performing their duties with basic digital skills acquired while using technology gadget. Therefore, the researcher in agreement with International Telecommunication Union (2020) deduced that business educators who possess digital skills are in high demand and also considered valuable human assets to any organisation or

institutions because basic skills are those skillsets necessary for getting, keeping and doing well on the job. Therefore, the researcher in agreement with ITU deduced that business educators who possess digital skills are in high demand and also considered valuable human assets to any organisation or institutions because basic skills are those skillsets necessary for getting, keeping and doing well on the job.

Research question two sought to determine the level of job performance of business educator in tertiary institutions. Table two revealed that respondents agreed with the construct, which means that business educators in tertiary institutions possessed a high level of job performance. This finding is supported with Aninye Ranor (2019) who revealed that educators in some establishments were seen to be adequate in terms of managerial function or skills in Information and communication technology (ICT) skills were seen to be impressive as their job performance on the job indicated. Thus, business educator required high level of job performance such as ability to use internet for academic research purposes, punctuality in attending lectures and ability to use digital technology in sharing ideas among others.

Result of hypothesis one revealed that basic digital skills significantly determine business educators' job performance in tertiary institutions which implies that the null hypotheses was rejected. These findings support Ajise and Faghola (2017) who reported that digital tools are available and acceptable to the high level in tertiary institutions in Nigeria. This finding concurs with the opinion of Nnaji and Okoro (2020) who reported that a business educator teacher is expected to be competent in performing his duties with digital skills acquired while using technology gadgets. The result is also supported by the findings of James (2017) who found that the usage of computer, internet network positively and significantly improved the job delivery of public sector secretaries' in Bayelsa State, Nigeria However, Azih and Ama (2019) agreed that competence is required in modern offices as a result of advancement in technology.

### **Conclusion**

It was concluded based on the findings of this study that basic digital skills is on high level of business educators job performance in tertiary institutions. Therefore, there was positive relationship between digital skill and job performance. Hence, business educator needs to keep updating their digital skills in other to remain relevant in the digital world. This is so because the use of digital skills is what would make business educator perform well in the world of work.

### **Recommendations**

Based on the study findings the following recommendations were made:

1. Business educators should improve their basic skills to enhance their job performance. This will instill confidence in them, thereby promoting their career.

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PERCEIVED INFLUENCE OF CONTRIBUTORY PENSION SCHEME ON  
PRODUCTIVITY  
AND JOB-SATISFACTION OF BUSINESS EDUCATORS

<sup>1</sup>Professor. Ngozi .B. Nwabufo, <sup>2</sup>Professor. L. F. Ademiluyi & <sup>3</sup>Olubiye Samson  
Olugbemi.

<sup>1&2</sup>Department of Business and Entrepreneurship Education, Faculty of Education,  
Kwara State University, Malete, Kwara State,

<sup>3</sup>Department of Business Education, Federal College Of Education, Abeokuta

**Abstract**

*The Abstract of this study gave summary of all processes and steps undergone in the conduct of the study which included the research design, the study population, the instrument used, statistical tool used for data analysis, the study findings and recommendations made. The study was conducted to determine the influence of contributory pension scheme on productivity and job-satisfaction of business educators in colleges of education in the south-west, Nigeria. The study has three specific purposes, three research questions and three formulated null hypotheses. Descriptive survey research design was adopted in the study. The population of the study consisted of all business educators who are academic staff in all the colleges of education in the south-west, Nigeria which made it a census study. The instrument used in the study to collect data was a four-rating scale questionnaire known as Contributory Pension Scheme Questionnaire (CONPESNIQ), containing 43 structured items emanated from research questions. Half-split method of instrument reliability was adopted and tested through the use of descriptive statistical tool of spear-man rank order correlation coefficient ( $r$ ) for research questions cluster A, B, and C, whose analysis showed correlation coefficient of 0.86, 0.84, and 0.88 respectively. Research questions were answered with the use of descriptive statistical tool of frequent count, mean and standard deviation while the hypotheses were tested through the application of influential statistical tool of t-test. Hence, the highest mean value and standard deviation value respectively for the research questions were RQ1: 2.21 and 0.791, RQ2: 2.00 and 0.646, and RQ3: 1.76 and 0.731, while the t-test and P values for the tested null hypotheses respectively were,  $H_{01}$ : 0.62 and 1.96,  $H_{02}$ : 1.16 and 1.96, and  $H_{03}$ : 0.40 and 1.96. The result of the analysis showed that Contributory Pension Scheme had significant influence on business educators' productivity and job satisfaction and that business educators in colleges of education in South-west, Nigeria preferred contributory pension scheme to non-contributory one. The study recommended among others that Efforts should be made by all stakeholders to ensure effective implementation of contributory pension scheme for further good result and economic contribution to the scheme and that Borrowing of contributory pension funds by government for whatever reason should be opposed and stopped by all stakeholders. The study concluded that contributory pension scheme is a strong stimulus that has great influence on business educators' productivity and job-satisfaction and should be handled with care to achieve retirement target*

**Introduction**

Every business educator who is a job seeker is always happy to fulfil the dream of gainful employment. Most often, such business educators are being carried away by the number of years they will spend on the job or by the age they must attain before disengaging from active service. As such, they often forget that one day, whether they like it or not, they must disengage from the productive life, otherwise known as employment.

Amusan and Ajibola (2018) submitted that Business educators' job entry day is always a landmark between their productive life and statutory disengagement from work known as retirement. No matter how strong a male and female business educator may be at a particular length of time of his/her life time, advancement in age is a natural factor that will make him/her diminish in physical value and strength, most especially when his/her bones and mental abilities become weak for



productive activities. Taiwo (2020) pointed out that financial benefit to employed business educators into either a Federal or State College of Education is so desirable, considering the fact that at retirement, they have little or no opportunity to engage in any serious economic activities that can guarantee them immediate and desirable financial needs. Following this, male and female business educators see retirement, particularly at an old age as being synonymous to poverty, sickness and financial psychological trauma that combine together to terminate one's life.

Odukoya (2018) affirmed that to reduce retirees' stress at old age and to avert financial embarrassment after disengaging from work, employees must see their retirement benefits as a serious issue that must be protected and provided for while still in statutory productive engagement. This implies that one's retirement must be regarded as a responsibility that every worker should dutifully carry out particularly while they are still in active service, and in accordance with the provisions of pension scheme and government regulations. In view of this, the Nigerian Contributory Pension Scheme for public and private sectors was established under the Pension Reform Act 2004, but was repealed and replaced with the Pension Reform Act 2014. Section 4 of the act provides for a mandatory minimum contribution of ten and eight percent (10% and 8%) of employee's monthly total emolument by the employer and employee respectively, which made the scheme a contributory one.

Adegoroye (2019) affirmed that Nigerian workers constitute the engine room that propels the nation's economy through their input or performance at work which could otherwise be regarded as productivity of labour. To this end, every employed business educator who constitutes the moderating variable of this study, either male or female, highly experienced or less-experienced and serving either in Federal Colleges Education or State-owned ones is expected to be effective, efficient and productive while at work, so that organizational goal of sustainability and attainability, increased productivity and profitability, amidst all odds, can be maximally achieved. In this regard, the productivity level of business educators contributes to a large extent the growth and development of the nation's economy through their effectiveness and efficiency at work. This is because business educators constitute substantial quantity of the Nigerian human capital resources and their productivity serves as the bed-rock of the nation building and economic sustainability.

All business educators want to be contented and comfortable with their job while very much engaged in it, so that their best can be explored by the organization they work for towards attaining the overall organizational and national economic goal. To this end, Martins (2018), defined job satisfaction as a measure of employees' contentedness with their job whether they like the job or its facets, such as; the nature of the job, job supervisory mode, method of personnel appraisal and compensation, and finally the motivational elements of the job. Job satisfaction can also mean to be a pleasurable or positive emotional state resulting from the appraisal of one's job or job experience. It determines whether the level of workers' contentedness and joy while at work commensurate with their time, knowledge and skills inputs.

Hulling and James (2017) stated that Job satisfaction can be understood in terms of its relationship with other key factors like; general wellbeing of individual workers in which their welfare is taken seriously or otherwise by their employers in the areas of their health, training and development, appraisal and promotion, job-security while still serving, control at work, domestic work interface and working condition. Every Nigerian worker being an economic individual would want to engage in comparing their wages as well as the pension scheme put in place for them, so as to establish whether these financial benefits commensurate with their input and get them satisfied while still serving. Job satisfaction may be influenced by the mode of the implementation of Contributory Pension Scheme which is the government approved Pension Scheme in Nigeria today. It may be assumed here that if the approved pension scheme is implemented to the letter business educators' job satisfaction can be on the increase and enable the compensation of disengaged business educators to serve as a motivational factor to influence their input positively. However, it is upon this premise that the study aims at investigating the perception of Business Educators on the

influence of Contributory Pension Scheme (C.P.S) on Business Educators' productivity and job satisfaction.

### **Statement of the Problem**

The only social welfare provision made as parting reward for all Nigerian workers on attaining the required age or having spent the required number of years in service is adequate pension and gratuity which the old pension scheme failed to effectively achieve as perceived by the Federal Government of Nigeria. The Federal Government of Nigeria replaced the old pension scheme with a new scheme known as Contributory Pension Scheme in 2004 which was also repealed and replaced with the Pension Reform Act 2014 in which both the employer and employee are mandated to contribute certain percentage of employee's total monthly emolument on monthly basis as contribution, and pay such into the employee's Retirement Savings Account (R.S.A), in the expectation that this will bring a great change and sanity to the pension administration in Nigeria.

It is worthy to note that if the new scheme as well as its provisions are ignored and improperly implemented as a result of factors such as wrong investment of contributory pension funds, non-remittance of pension funds by employers, fraudulent computation of retirement benefits, exercising government veto power to divert pension accumulated funds in the name of borrowing for infrastructural development, economic crisis and many more, it is possible that the scheme and its subscribers may run into problems. One of the problems that the scheme currently experiences is delay in payment of workers' pension and gratuity which might deny them prompt access to retirement funds for their personal and family care and business investment.

Other problems that might be loss of pension accumulated funds of business educators into wrong investment windows by inexperienced pension administrators, demotivation of business educators by putting their compensation at retirement on the line due to mismanagement of pension funds, either by their employers or pension administrator, or government as in the recent efforts of the Nigerian Government to borrow the funds for infrastructural development, devaluation of naira and inflation as being currently experienced in Nigeria, and non-remittance of pension funds to approved pension fund administrators,

### **Research Questions**

The following research questions will guide the study in the perception of business educators.

1. To what extent does Contributory Pension Scheme influence business educators' productivity?
2. To what extent does Contributory Pension Scheme influence business educators' job satisfaction?
3. What pension scheme would be preferred by business educators between the contributory scheme and non-contributory one

### **Research Hypotheses**

The following research hypotheses are formulated and to be tested at 0.05 significant level

**H<sub>01</sub>:** There is no significant difference between the mean responses of business educators in Federal and State colleges of education on the perceived influence of Contributory Pension Scheme on business educators' productivity.

**H<sub>02</sub>:** There is no significant difference between the mean responses of Male and Female business educators on the perceived influence of Contributory Pension Scheme on business educators' job satisfaction.

**H<sub>03</sub>:** There is no significant difference between the mean responses of highly experienced and less experienced business educators on their preference for Contributory Pension Scheme.

### **Significance of the Study**

It is expected that the findings of the study when published in reputable journals will be useful to business educators, employers of labour, and students. It will enable them have basic knowledge of Contributory Pension Scheme and its provisions that clearly spell out their rights and obligations towards effective implementation of the scheme for their retirement comfort and contentedness.

The findings of the study hope to enlighten business educators about numerous benefits the scheme has in stock for them such as right of choice of Pension Funds Administrator, (PFA), monitoring of Retirement Saving Account (RSA) through request for statement of account of their pension funds at regular intervals, right to change Pension Fund Administrator for suspecting any foul play. These and many more will give retired business educators an ample opportunity to lodge complaints that will make their Pension Fund Administrators be on their toes towards making use of right investment window(s) that will produce reasonable profit on their pension funds for more retirement yields.

Furthermore, the finding of the study will be useful to government and other employers of labour as it will enlighten them of Contributory Pension Scheme benefits accrued to employees if implemented to the letter and faithfully by the concerned stakeholders. The finding will also stand as yardstick to measure employees' productivity and job satisfaction by employers of labour including the Nigeria Government. Lastly, the finding will serve as a reference material to other researchers that may wish to probe further on the subject matter.

### **Review of Related Literature**

Every employee in any employment, be it in a private or public sector is expected to put in his/her best physically, mentally, socially and technologically at work towards ensuring high productivity that would later translate to an organization's high and meaningful profitability goal attainment. Therefore, one major aim of recruiting personnel into any organization is to get things done through and by them towards attaining organizational short- and long-term goals. However, getting things done as mentioned here stands for the input of employees towards achieving high productivity that would translate to the economic development of any meaningful organization.

Oladimeji (2018) opined that business educators' productivity might be determined by their intensity and the quality of input at work, their creative activities in producing technical innovations for organizational and national development, their relative efficiency gains resulting from different systems of management and coordination and their productivity effects over other employees. It therefore worthy to note that the attainment of all the business educators' economic and productive contributions mentioned above may be positively or negatively influenced by the 2014 Reform Act known as Contributory of pension Scheme. The reason being that the scheme, which is the only government approved pension scheme as well as its implementation stands as the only pension tool that determines the future and hopes of business educators. To this end, the scheme might be of good benefit to business educators if its provisions are implemented to the letter or become a curse if the reverse is the case.

In a related development, Adams (2021) affirmed that mandatory investment of workers' pension funds for reasonable investment return is a good provision that made the 2014 Pension Reform Act a viable and reliable scheme for retirees. This is because the pool of funds in the Retirement Savings Account (RSA) if employed into other financial needy areas of the economy as stipulated by the act, it will serve as a veritable financial tool that is capable of strengthening and widening the scope of the economy in profitable sectors like production, health, education, Agriculture, mining, transportation, technology and communication towards attracting foreign investment that will yield huge foreign reserves for the nation. The author further stated that with this provision in place, workers will definitely put in their best in discharging their lawful duties effectively and efficiently in material required planning, material inspection for production and quality assurance output and service, all which are indices of high labour productivity. This is

because employees believe that all these economic indices will translate to better pension reward at the long-run.

Akinola (2019) pointed out that contributory pension scheme whose provisions include that employer of labour either in public or private sector must save a minimum of eighteen percent (18%) of workers total emolument on monthly basis in his/her Retirement Savings Account will in one way or the other increase the nation's national savings. By implication, retirement savings therefore become a motivational factor that would encourage business educators to maximally utilize their acquired skills for high productivity which they believe will translate to more savings and high financial benefits drawing after retirement and for a secured old age.

Babajide (2019) asserted that when workers are fully engaged in an organization, their best performance in some cases is contingent upon their future or life after retirement. In view of this, the author pointed out that most often, workers think deeply about their wellbeing after their disengagement from active productive life. To this end, their best engagement at work most often, might be influenced by the kind of pension act put in place for their retirement. For instance, the Contributory Pension Scheme provision that allows employees to have access to their Retirement Savings Account and even monitor it in order to prevent foul play on the part of their Pension Funds Administrators, is a motivational tool to get them fully engaged at work and perform maximally for the progress of the organization because they know that the more, they perform, the better for the organizational profitability level. However, higher organizational gain is a predictor of employees' wage and pension contributions increase that ensure reliable pension benefits. Therefore, employees' certainty of commensurate retirement benefits is a good omen that establishes their happiness and joy on the job which are basic indices of job satisfaction.

Akande (2018) submitted that fair compensation is a major factor that determines job satisfaction because the importance that employees place on remuneration as contributing factor to job satisfaction is on the increase in this part of the world in particular, and this century in general. When workers' wages are encouraging, huge, and commensurate with their inputs, there is assurance that all other things being equal, their contribution productively at the work place will yield high productivity and they will get satisfied in achieving this. However, workers' pay package at their retirement is a strong motivational factor that will make them be satisfied while at work and even after disengagement from active service. The author at this juncture stressed that contributory pension scheme put in place by the Nigerian government as a means of financial compensation for Nigerian retired workers is capable of satisfying them

Oluwadara (2019) affirmed that form of pension scheme meant to compensate employees after retirement plays a significant role in motivating or demotivating them and probably influencing their satisfaction on the job. In view of this, some provisions of contributory pension scheme such as mandatory contributions by both employers and employees, employees' legal power to choose pension fund administrators of their choice, right of employees to monitor their retirement savings account, right of drawing pension funds within a very short time and many more, motivate employees on the job and get them satisfied. This is so because contributory pension scheme policy gives workers ample opportunity to guide and watch their future and old age while still active on the job.

## **Methodology**

The design used for this study is descriptive survey. This design is however adopted because the study sought to make use of large sample population and sought to collect information through the opinion of the sampled population which is a major characteristic of research design. The population of the study constituted all Business Educators who are academic staff members of the 12 government owned colleges of Education in the south – west, Nigeria totaling 200 in number and the entire population was studied as the population is manageable in size and their location are not dispersed. Hence, no sampling was done, as such, a census study was conducted.

The instrument used for data collection in the study is a researcher developed structured questionnaire titled ‘Contributory Pension Scheme Influence Questionnaire’ (CONPENSIQ) designed by the researcher to elicit information from the respondents. The instrument was divided into two sections; namely, sections A and B. Section A provided demographic data of respondents while the B section was sub – divided into three sections that were referred to as clusters, from A to C. The questionnaire was also designed using a modified four likert rating scale as follows: Strongly Agreed (SA) 4 Points, agreed (A) 3 Points, disagreed (D) 2 Points, Strongly Disagreed (SD) 1 Point.

The instrument was validated by three senior business education lecturers in the department of business and entrepreneurship education in the faculty of education, Kwara State University, Malate, Kwara State for vetting by reading through the wordings, the phrasing, the depth, the scope and the language used in constructing the items of the instrument and made corrections on few language and phrasing errors identified. In determining the reliability of the instrument, 14 copies of the questionnaire were administered to 14 business educators that were used for the pilot study at Kwara State College of Education, Ilorin, Kwara State who were not part of the study population. However, split-half method of instrument reliability was adopted and statistically tested through the application of Spearman Rank Order correlation method which determined the reliability coefficient of the instrument at 0.86, 0.84, and 0.88 respectively for clusters A to C. These values were deemed suitable for the study.

The researcher and his colleagues who have been intimated and trained in line with the questionnaire items served as the research assistants by helping in visiting the involved colleges personally and distributed copies of the questionnaire to the respondents. The researcher used five research assistants in order to enhance easy data collection through their good interaction and rapport with the respondents towards ensuring that the exercise was carried out in record time of thirty days (four weeks) for both filling and retrieval.

Descriptive and inferential statistical tools were used for analysis of the data collected for the study. To this end, percentage was used to analyze respondents’ bio-data while descriptive statistical tool of frequency counts, means, and standard deviation was used to answer all the raised research questions in order to determine the homogeneity or otherwise of the respondents’ ratings. In this regard, a weighted mean of 2.5 and above was considered as agreed while a weighted mean of 2.49 and below was considered as disagreed in respect of the research questions. The three formulated hypotheses were tested using inferential statistical tool of two tailed t-test at 0.05 level of significance because all the hypotheses were seeking significant differences. In this regard, when  $t_{cal}$  is greater than  $t_{critical}$ , the hypothesis is rejected and when the reverse is the case, the hypothesis is accepted.

**Data Analysis and Discussion of findings**

**RQ1: To what extent does contributory pension scheme influence business educators’ productivity?**

**Table 1**  
**Mean and Standard Deviation of responses on the influence of contributory pension scheme on of Business Educators’ Productivity**

	N	Mini	Maxi	Mean	Std. Deviation
1. Mandatory investment of pension funds can translate to Business Educators effectiveness in material planning, inspection and timely substitution for quality service	200	1	4	1.90	.712
2. Increase in the nation's national savings through pension fund savings would encourage Business Educators to maximally utilize their skills for high productivity	200	1	4	1.98	.730
3. Implementing contributory pension scheme provisions to the letter can motivate Business Educators to get engaged in effective utilization of machines and equipment for high output	200	1	4	1.87	.704



4. Right to choose pension fund administrator by Business Educators for personal monitoring of their Retirement Savings Account is a driving tool that could make Business Educators work as a team for optimum output and high productivity	200	1	4	1.86	.705
5. Investing pension funds wrongly would discourage Business Educators to optimally perform at work for high output	200	1	4	1.96	.841
6. Making pension funds a domestic source of borrowing towards generating more profit for retirees would encourage Business Educators to judiciously use production time for an increased output	200	1	4	2.00	.702
7. Investing contributory pension funds in government securities will ensure reasonable investment returns that would inspire Business Educators to work extra hours for more returns on investment	200	1	4	2.21	.791
8. Borrowing pension funds by government for infrastructural development for little or no interest will demoralize Business Educators to work towards achieving an increased productivity	200	1	4	2.00	.833
9. Non overlapping of key players' functions in the contributory pension scheme would result in easy pension administration and encourage Business Educators to use their skills and self-initiative for achieving high output for economic development	200	1	4	2.10	.720
10. Contributory pension scheme provision that allows additional contributions would encourage Business Educators get themselves trained and developed for high output that will bring about wage increase for an increased investment return	200	1	4	1.94	.727
11. Management supervision of employees' pension fund and Pension Fund Administrators for good investment would encourage Business Educators discharging their duties for high output.	200	1	4	1.96	.704
12. Contributory Pension Scheme provision for prompt payment of retirement benefits would encourage Business Educators to perform their duties maximally for high output	200	1	4	1.86	.723
13. non-remittance of 10% employers' contribution into the pension funds can result in Business Educators low productivity	200	1	4	1.95	.837
14. Non influence of Pension Fund Administrators on Pension Fund Custodians guarantees pension funds safety and investment that would result in high labour productivity	200	1	4	1.94	.666
15. Inability of Business Educators to change their pension fund Administrators with questionable character in less than one year of engaging them would have adverse effect on business educators' productivity	200	1	4	1.97	.683
Weighted Average mean / standard deviation				<b>1.97</b>	<b>0.74</b>

The mean and standard deviation indicated in **table 1** showed that there are 15 items representing productivity and all the items recorded high level of mean scores. Hence, the item that said that investing contributory pension funds in government securities will ensure reasonable investment returns that would inspire Business Educators to work extra hours for more returns on investment recorded the highest mean score and standard deviation of 2.21, and 0.791 respectively. This however implies that contributory pension scheme influences business educators' high productivity.

**RQ 2: To what extent does contributory pension scheme influence business educators’ job-satisfaction**

**Table 2.**

**Mean and Standard Deviation of responses on the influence of contributory pension scheme on Business Educators’ Job-satisfaction**

	N	Mini	Maxi	Mean	Std. Deviation
1. Business educators' access to retirement savings Account motivates them to get engaged fully and satisfied with the job content	200	1	4	1.94	.636
2. Getting Business educators updated with their retirement saving account influences their respect, value and recognition during their retirement days due to prompt payment of pension	200	1	4	1.83	.622
3. Contributory pension scheme investment policy will guarantee secured future and get Business educators satisfied on the job	200	1	4	1.97	.719
4. Mandatory employer and employee contributions is a good omen for comfortable retirement that get Business educators satisfied on the job	200	1	4	1.79	.679
5. Business Educators right to transfer their pension funds to their retirement savings account when they change job paves way for their life satisfaction	200	1	4	2.00	.646
6. Business educators' right in Contributory Pension Scheme to draw pension benefits within a very short time after retirement increases their productivity and gets them satisfied on the job	200	1	4	1.98	.680
7. Separating and spelling out of key players' functions in Contributory Pension Scheme results in its good administration that secures Business educators' retirement days and get them satisfied on their job	199	1	4	1.82	.777
8. Contributory Pension Scheme provision of Instant drawing of financial benefits by Business Educators at retirement gets them fulfilled and satisfied at work	200	1	4	1.99	.563
9. Mandatory Investment of accumulated pension funds gives Business educators a financial secured old age and satisfaction on the job	200	1	4	1.88	.666
10. Business Educators voluntary contributions pave way for their financial breakthrough and give them satisfaction on the job	200	1	4	1.97	.715
11. Business Educators' right to choose pension fund administrator gives them satisfaction and enhances their retirement financial security	200	1	4	1.92	.690
12. Business educators' input evaluation for financial reward does increase pension contribution and gives them job satisfaction on their job.	200	1	4	1.94	.706
13. Business educators' right of retirement benefits negotiation with their pension fund administrator within a time frame gives them job satisfaction	200	1	4	1.96	.772
14. Business Educators are more satisfied on the job because of the certainty that the totality of their pension benefits will be paid even at their death	200	1	4	1.95	.725
15. Regular payment of pension benefits in contributory pension scheme encourages Business educators to use their initiatives and discretion in performing and accomplishing difficult tasks.	200	1	4	1.83	.686
16. Non remittance of employers 10% contribution can cause job dis-satisfaction on the part of business educators	200	1	4	2.00	.712

Valid N (listwise)	199			
Weighted Average mean / standard deviation		1.92	0.74	

**Mean and Standard Deviation of Business Educators’ Job satisfaction**

The mean and standard deviation indicated in table 2 showed that there are 16 items representing business educators’ job satisfaction. All the items recorded high level of mean scores. However, the item that stated that Business Educators’ right to transfer their pension funds to their retirement savings account when they change job paves way for their life satisfaction recorded the highest mean score (M = 2.00, SD = 0.646). The result however indicates that contributory pension scheme to a great extent influences business educators’ job-satisfaction.

**RQ 3: What pension scheme would be preferred by business educators between the contributory pension scheme and non-contributory one?**

**Table 3**  
**Mean and Standard Deviation of Business Educators’ responses on their preference for contributory pension scheme in Nigeria?**

	N	Mini	Maxi	Mean	Std. Deviation
1. Contributory pension scheme is preferable because both employers and employees make contributions of certain percentage to make a reasonable economic pension fund	200	1	4	1.73	.678
2. Contributory pension scheme is preferred because it allows business educators to choose pension fund administrators, they believe in	200	1	4	1.91	.663
3. Right of business educator to monitor their retirement savings account makes the scheme more preferable to non-contributory scheme	200	1	4	1.94	.666
4. Investing cumulative pension funds for additional income makes it better than non-contributory scheme	200	1	4	1.87	.697
5. Updating business educators regularly on their pension funds makes it more preferable to non-contributory pension scheme	200	1	4	1.87	.636
6. Having adequate knowledge of contributory pension scheme by business educators prevents them from being underpaid which makes it better than the non-contributory scheme	200	1	4	1.96	.804
7. Required minimum of four years of contribution to qualify a business educator to draw retirement benefits makes the scheme more preferable to non-contributory scheme	200	1	4	2.05	.762
8. Separation and spelling out of functions of key players in contributory scheme makes it more preferable to non-contributory scheme in which the functions are separated	200	1	4	1.88	.665
9. Right of business educators to transfer their retirement savings account fund from one pension administrator to another when they feel unsatisfied with the services of former makes the scheme better.	200	1	4	1.92	.645
10. Right of business educators to transfer pension funds and retirement savings account to their pension fund administrator for continuity when they change employment makes the scheme a worthwhile.	200	1	4	1.84	.742
11. Business educators' right to negotiate and draw their pension funds within a definite time frame makes it better than the non-contributory-scheme	200	1	4	1.98	.567
12. Business educators prefer contributory pension scheme because the balance of their retirement benefits can be drawn by their next of kin after their death unlike in non-contributory scheme.	200	1	4	1.82	.627
Valid N (listwise)	200				



**Weighted Average mean / standard deviation** 1.88 / 0.68 respectively

Mean and Standard Deviation of Business Educators Preference for Contributory Pension Scheme  
 The mean and standard deviation in **table 3** showed that there are 12 items representing business educators’ preference for Contributory Pension Scheme. The result on the table revealed that all the items tested have high level of mean scores. Specifically, the item that said that required minimum of four years of contribution to qualify a business educator to draw retirement benefits makes the scheme more preferable to non-contributory scheme recorded the highest mean score of 2.05, and standard deviation of 0.762.

**Test of Hypothesis**

**H<sub>01</sub>:** There is no significant difference between the mean responses of business educators in Federal and State colleges of education on the perceived influence of Contributory Pension Scheme on business educators’ productivity.

**Table 4. Summary of t-test analysis of influence of contributory pension scheme on business educators’ productivity**

Institution	N	Mean	SD	df	t. cal.	t. crit	Decision
Federal colleges of Education	66	1.49	0.04	198	0.62	1.96	Accepted
State Colleges of Education	134	3.04	0.83				

**Source: Author’s Field Survey, 2023**

The independent samples t-test presented in table 4 showed that t-calculated. value of 0.62 is less than t-critical value of 1.96. Therefore, since t. critical value is greater than t. calculated value. at 0.05 level of significance of two-tail test at alpha level, the tested null hypothesis was retained. The above result however indicates that contributory pension scheme has a great influence on the performance of business educators and their total productivity level is determined by contributory pension scheme provided by their employers for their retirement.

**H<sub>02</sub>:** There is no significant difference between the mean responses of Male and Female business educators on the perceived influence of Contributory Pension Scheme on business educators’ job satisfaction.

**Table 2: Summary of t-test analysis of influence of contributory pension scheme on business educators’ Job-satisfaction**

Gender	N	Mean	SD	df	t. cal.	t. crit	Decision
Male	130	2.81	0.16	198	1.16	1.96	Accepted
Female	70	1.52	0.09				

**Source: Author’s Field Survey, 2023**

The t-test analysis from table 4.13 above reveals that the t-critical value of 1.96 at 0.05 level of significance of two-tail test at alpha level is greater than the t-calculated value of 1.16, as such, the tested null hypothesis is accepted. It can therefore be asserted that contributory pension scheme significantly influenced job-satisfaction of business educators. This however signifies that contributory pension scheme contributed greatly to all forms of satisfactions business educators enjoy on the job. It can be affirmed that job-satisfaction such as happiness of business educators’ training for more skills acquisition, enthusiasm to perform maximally, use of one’s initiative to

accomplish difficult task and many more are not achievable without the contribution of contributory pension scheme.

**H<sub>03</sub>:** There is no significant difference between the mean responses of highly experienced and less experienced business educators on their preference for Contributory Pension Scheme.

**Table 3: Summary of t-test analysis of highly experienced and less experienced business educators’ preference for Contributory Pension Scheme.**

Cadre	N	Mean	SD	df	t. cal.	t. crit	decision
Senior	45	0.98	0.03	198	0.40	1.96	Accepted
Junior	134	3.41	0.09				

**Source: Author’s Field Survey, 2023**

The t-test summary from table 6 indicates that the t-calculated value of 0.40 is less than the t-critical or table value of 1.96 of two-tail test at 0.05 level of significance at alpha level. However, since the t-critical value is great than the t-calculated value, the hypothesis is retained. It can therefore be affirmed that highly experienced and less experienced business educators preferred contributory pension scheme to be adopted by employers for their retirement pension and gratuity.

**Discussion of findings**

The study discovered that contributory pension scheme has great influence on business educators ‘productivity and job satisfaction. This was confirmed by the submission of Akinola (2019) that retirement savings of employees become a motivational factor that would encourage business educators to maximally utilize their acquired skills for high productivity which they believe will translate to more savings and high financial benefits drawing after retirement and for a secured old age. Adams (2021) also supported the finding by asserting that with contributory pension scheme in place, workers will definitely put in their best in discharging their lawful duties effectively and efficiently in material required planning, material inspection for production and quality assurance output and service, all which are indices of high labour productivity. The finding of the study also revealed that contributory pension scheme would have significant influence on business educators’ job satisfaction. This outcome supported the opinion of Akande (2018) that workers’ pay package at their retirement is a strong motivational factor that will make them be satisfied while at work and even after disengagement from active service. The author stressed that contributory pension scheme put in place by the Nigerian government as a means of financial compensation for Nigerian retired workers is capable of satisfying them. It was also discovered in the study that business educators in the south-west Nigeria preferred contributory pension scheme to non-contributory one. This was revealed by the outcome of research question 3 in table 3 with high weighted mean and standard deviation of 1.88 and 0.68 respectively and with retaining hypothesis 3 indicating that business educators do not differ in their preference for contributory pension scheme with t-cal. of 0.40 and t-crit. of 1.96 at 0.05 level of significance.

**Conclusion**

Going by the statistical analysis of the data, the researcher hereby concluded that there is a significant influence of Contributory Pension Scheme on business educators’ productivity and job-satisfaction in state and federal colleges of education, south-west, Nigeria and that good management and supervision of pension funds is a motivational factor that would enable business educators to discharge their duties maximally and get satisfied. It is also concluded here that that business educators in colleges of education in the south-west, Nigeria, preferred contributory pension scheme to non-contributory one.



**Recommendations.** The following recommendations are hereby made as suggestions to proffer solution to identified problems in the study

1. Efforts should be made by all stakeholders to ensure effective implementation of contributory pension scheme for further good result and economic contribution to the scheme.
2. Employers of labour should ensure that their mandatory 10% contribution is correctly computed and remitted to business educators' pension administrators as at when due and stipulated in scheme's provisions.
3. Government should ensure that policies that would curtail the excesses of Pension Commission (PENCOM), and Pension fund Administrators (PPA) are enacted so that sharp practices on their part can be checked and curtailed
4. Borrowing of contributory pension funds by government for whatever reason should be opposed and stopped by all stakeholders.
5. Business educators should constantly be furnished with update of their contributions by their pension fund administrators so as to enable them be preparing for viable investment after retirement.

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# STAKEHOLDERS' PERCEPTION OF THE BENEFITS, CHALLENGES AND STRATEGIES OF IMPLEMENTING CONTINUOUS ASSESSMENT IN BUSINESS EDUCATION PROGRAMMES

<sup>1</sup>Prof. ADEMILUYI, Lawrence Femi & <sup>2</sup>OBA, Rasak Bolanta

<sup>1</sup>Department of Business and Entrepreneurship Education,  
Kwara State University, Malete,

<sup>2</sup>Business Education Department,  
Kwara State College of Education, Oro  
(G-mail: [igbobi65@gmail.com](mailto:igbobi65@gmail.com); +2347033901980),

## Abstract

*This paper determine stakeholders perception of the benefits, challenges and strategies of implementing continuous assessment in business education programmes in selected Colleges of Education in North Central Nigeria. The objective of the paper was to examining benefits, challenges and strategies of implementing continuous assessment in business education programmes in Colleges of Education .Related literatures to the study were structured and reviewed in line with the purposes. A descriptive survey was adopted for the study. The population of the study was 414(101 lecturers and 313 final year students) of business education from colleges of education in North Central Geographical Zone f Nigeria. Purposive sampling was adopted. The instrument for the collection of data was questionnaire while frequency count and percentage was used to analyze the demographic data of the respondents, mean and standard deviation was used to analyze the data collected to answer the research questions, One-way ANOVA was used for the research hypotheses in order to investigate the occurrence of variations and different levels of measurable effect that exist among the variables, validity of the instrument was done to express the degree to which a test measure what it supports to measure and reliability of the instrument was determine by the statistical analysis of the data collected from the pilot study. Results show that perception of respondents on the benefits of implementing continuous assessment in business education programmes in Colleges of Education agree that lecturers attitudes towards continuous assessment are more of an overload than a natural part of their practice with a mean score of 2.81 and a standard deviation f 0.748,. Recommendations, Government should organize, seminars, conferences and workshop for lecturers on correct implementations of continuous assessment in schools, Maintain ongoing communication with stakeholders to address their concerns and provide updates on the progress and outcomes of the implementation, conducting pilot tests to gather feedback from stakeholders and identify any potential challenges or areas for improvement, Encourage collaboration and engagement among stakeholders, including educators, students, parents, and administrators and Establish mechanisms for monitoring and evaluating the implementation process and outcomes regularly.*

**Keywords:** Stakeholders, Perception, Benefit, Challenges, Strategies, Continuous Assessment, Business Education.

## Introduction

Continuous Assessment (CA) is an educational evaluation approach that systematically measures students' performance and progress throughout a course or academic program. Unlike traditional end-of-term examinations, CA provides ongoing feedback and involves various assessment methods. Here are some key aspects of CA. Continuous Assessment is a method of evaluating students that is integrated into the regular teaching and learning process. The primary purpose of CA is to monitor students' progress continuously, provide regular feedback, and identify areas needing improvement. It aims to enhance learning outcomes by promoting consistent student engagement and motivation.



Continuous Assessment (CA) in institutions of higher learning, specifically business education, the assessment of students was based on a system that conducted examinations at the completion of the contents of a course or programme, which is in the form of summative evaluation. Continuous Assessment (CA) was an innovation necessitated by reforms, it is diagnostic and guidance oriented, cumulative, comprehensive and capable of evaluating students using a variety of evaluation methods (Alonge, 2004).

The implementation of Continuous Assessment (CA) is considered as complementary to the traditional assessment (paper and pencil test) by many educational institutions worldwide, to evaluate the achievement of students. Ogar (2007) opined that through Continuous Assessment(CA), progress of students can be measured, monitored while appropriate counselling method can be put in place as the case may demand. Continuous Assessment(CA)is frequently used by lecturers and the school management in analyzing students' performance (Shukla, 2019). The purpose of Continuous Assessment(CA) was pointed out by Shukla (2019) as a way of enhancing students' learning, improving lecturer teaching skills and improving the assessment system of institutions. The introduction of Continuous Assessment (CA) into the educational system of any country improves the use of formative evaluation. Continuous Assessment (CA) does not solely depend on formal tests. Continuous Assessment (CA) is more than giving a test; it involves every decision made by the lecturer in class to improve students' achievement.

Continuous Assessment (CA) may take different forms such as formal questions given to students during class, take-home assignments/exercises and recapitulation exercises. Continuous Assessment (CA) is a formative evaluation procedure concerned with finding out, in a systematic manner, the over-all gains that a student has made in terms of knowledge, attitudes and skills after a given set of learning experience (Obi & Obineli, 2019).

Continuous assessment is comprehensive in the sense that for it to be operational, many instruments are used to determine student's performance. Such instruments include homework, test, seminar presentations, checklist, and class work, among others. Appropriate decision on education and career of the individuals is based on the records kept through continuous assessment. This therefore makes continuous assessment a guidance-oriented tool which promotes program planning. There is a decline in the post-school performance of students in Nigerian tertiary institutions, particularly in Colleges of Education such that the quality of graduates produced by the nation's tertiary institutions is questionable probably, as a result of lack of lecturer's training and knowledge regarding the basic principles of the assessment scheme results in poor implementation of continuous assessment (Obi & Obineli, 2019). Continuous Assessment (CA) is an essential component of the teaching-learning process. Continuous Assessment (CA) methods and practices can change the learning environment in higher education especially for Business Education programs in College of Educations. It is helpful to enhance the learning opportunities and provide the platform to encourage dialogue between lecturers and students.

To enhance the effectiveness of the continuous assessment (CA) component, higher education institutions incorporate more and more innovative strategies into traditional approaches of the Continuous Assessment (CA) component, which places the student at the center of the learning process and requires new pedagogical practices to strengthen professional skills.

The purpose of continuous assessment is to promote students' learning as it enhances effective learning. Lecturers are responsible for analyzing student's achievement and correcting the identified problems. Based on the type of assessment methods and the way the assessments procedures are implemented to assess the students' level of achievement; students face various challenges to complete the assessment tasks successfully (Obi & Obineli, 2019). Some procedures such as a participatory approach to set and finalize assignments, conducting training programmes annually for examiners, decentralizing the of assignments under the monitoring of assignment coordinators and activity-based assignment for each course, are to be considered as key strategies towards implementation of continuous assessment.

The continuous assessment is increasingly being adopted compared to the former one-shot summative evaluation, which was hitherto administered on the students at the end of each semester for the purpose of promotion to the next class. At the completion of a course or program, external bodies administer examinations, which is mainly for awarding certificates to the students. Most lecturers administer tests weekly, biweekly, or every month, but most times the results of such tests are not used in the final grading.

Alonge (2004) pointed out that the weekly, termly quarterly and yearly report of students' performance provide basis for predicting students' achievement at the end of their programme or course. Having observed the shortcomings of this earlier method, the Federal Government took steps to rectify the anomaly through the introduction of continuous assessment in the school system (Burns, 2018). Continuous assessment is a form of examination which appraises the students' performance throughout their duration of study. This is done in order not to rely solely on an examination at the end of the academic session.

Continuous assessment is a systematic, comprehensive and cumulative record of a student's cognitive, affective and psychomotor attainment within the period of schooling. It is a mechanism whereby the students' performance in cognitive, affective and psychomotor domains of learning during a given period is evaluated. It is the phenomenon in which students are examined continuously over most of the duration of their education. Continuous assessment is a method of evaluation by which the lecturer periodically ascertains student's ability in gaining knowledge, thinking, reasoning, character learning activities using different instruments like tests, assignments, projects, observation, interviews and questionnaires (Alonge, 2004). Continuous Assessment (CA) includes the procedure of checking on, reflecting and modifying the learning techniques in an arranged and cautious way. When assessment is carried out in an ongoing or continual way by the lecturer it is called continuous assessment.

In this process, observations are made from time to time, to collect data to determine the level of students' knowledge, understanding and performance. It is done by giving particular tasks to students, based on their previous achievement in classroom. Lecturers observe the activities of students to decide on the level of their performance in class. It also helps them to find out what students have learnt (Obi & Obineli, 2019). Continuous assessment is a part of instructional process that has to be taken as a key tool in the educational quality assurance process (Obi & Obineli, 2019). Looking at the size of students offering business education programmes, the range of intelligence varies from slow to average and to fast learners. By means of continuous assessment, lecturers in Colleges of Education adopt teaching methodologies according to the needs of students, so each of the students has a chance to learn and succeed. By frequently observing the aptitudes of the students to determine what they know and what they can do, the lecturer can ensure the success of every student. Everyone is provided with an opportunity to succeed when it is applied properly (Daramola, 2017).

### **Statement of the problem**

It is generally believed that CA has enormous benefits in terms of short time assessment, cost effectiveness and large records storage. Examinations cannot adequately measure all that a student has learned after many years of study, which is the justification for adopting lecturer-based classroom evaluation scores as a component for fostering learning and increasing performance in higher education institutions, among others, in Nigeria. However, the end consequence has been an insufficient implementation of continuous assessment in terms of frequency and forms throughout all tertiary institutions in the country. It is important to encourage improved methods for applying continuous assessment (CA) at Nigeria's higher institutions. It is a difficult and arduous work to regularly evaluate pupils' performance and gauge their degree of learning. Lecturers must continually make an effort to determine whether their students have acquired the abilities necessary for the relevant course.

Addressing these challenges requires comprehensive strategies, such as enhanced training for educators, better resource allocation, and standardized continuous assessment practices. Improved stakeholder communication and support can also help overcome resistance and foster a positive perception of continuous assessment in business education programmes. Many stakeholders, including educators and students, often lack a thorough understanding of the benefits and implementation strategies of continuous assessment. This lack of awareness can lead to resistance and misconceptions about its effectiveness and goals (Burns, 2018).

Teachers often receive inadequate training on continuous assessment methods, resulting in improper implementation and unreliable assessment outcomes. This deficiency diminishes the potential benefits of continuous assessment in accurately measuring student progress (Daramola, 2017). Implementing continuous assessment effectively requires significant resources, including time, technology, and materials. Many educational institutions face resource constraints, leading to inconsistent application and reduced effectiveness (Alonge, 2004).

According to Iqbal (2017) and Korode (2018), the widespread adoption of continuous assessment in business education programs has received several criticisms from lecturers and students, particularly regarding the challenges faced during the assessment process. Initially, students experienced anxiety due to using computers for exams.

## **Research Questions**

The following research questions were raised to guide the study

1. What is the perception of respondents on the challenges of implementing continuous assessment in business education programmes in Colleges of Education?
2. What is the perception of stakeholders on the strategies for implementing continuous assessment in business education programmes in Colleges of Education?

## **Research Hypotheses**

The following research hypotheses were raised to guide the study;

H<sub>01</sub> There is no significant difference in the mean ratings of respondents on the challenges of Implementing continuous assessment in business education programmes in Colleges of Education based on respondents' institution.

H<sub>02</sub> There is no significant difference in the mean ratings of respondents on the strategies of implementing continuous assessment in business education programmes in Colleges of Education based on respondents' gender.

## **Method**

The research design provides guidelines for directing the researcher towards solving the research problem being investigated. Descriptive method of research design was used for this study. The researcher decided on this research design because the study involves a clear definition of the problem, collection of relevant and adequate data and report of findings. The population of the study consist of the lecturers and final year students of business education from the sixteen colleges of education that offers business education programme in North Central Geographical Zone of Nigeria. The choice of final year students was based on the fact that they have been in the colleges system for more than two academics sessions; they are familiar with the department and can easily form an opinion on their course of study. The colleges of education will be divided into three sectors which are: private, state and federal college of education. Sample for the study was 414 (101 lecturers and 313 final year students) of business education from colleges of education that offer business education in the area of study. Eight will be selected from the sixteen colleges of education that is, two colleges of education from each sector and two technical college of education. While, the selection will be based on the colleges of education that information can be easily assessed because of kidnapping issued in north central while the researcher purposively sample 40 students (20 males and 20 females) 300 level students of business education from each colleges for

homogeneity reason. The choice of the 300 level students was based on the fact that they have studied business education for more the two academic sessions in the colleges; they will be in a better position to provide accurate and adequate information that may be required for the study. The instrument for data collection in this study was a questionnaire. Frequency count and percentage will be used to analyze the demographic data of the respondents. Mean and Standard deviation will be used to analyze the data collected to answer the research questions. One-way ANOVA was used for the research hypotheses in order to investigate the occurrence of variations and different levels of measurable effect that exist among the variables. This has been proved to be one of the most effective instruments for comparing group of means (Olayiwola, 2007). All the null hypotheses will be tested at 0.05 level of significance ( $p = 0.05$ ).

**Results**

Research Question 1 : What is the perception of respondents on the challenges of implementing continuous assessment in business education programmes in Colleges of Education?

**Perception of respondents on the challenges of implementing continuous assessment in business education programmes in Colleges of Education?**

	N	SD	D	A	SA	Mean	St. D
Implementing continuous assessment in business education programmes in Colleges of Education	414	0.5%	14.7%	62.6%	22.2%	3.07	.621
Avoidance of complexity in the setting of continuous assessment	414	0%	15.2%	50.2%	34.5%	3.19	.679
Provision of general standards for assessing students' performance	414	0.5%	15.2%	50.7%	33.6%	3.17	.691
Variation in the procedures for scoring and grading of different assessment instruments in different schools	414	4.3%	15.9%	54.1%	25.6%	3.01	.769
Studying and assessing simultaneously within the period of learning	414	0%	25.4%	28.7%	45.9%	3.21	.820
Application of oral and writing assessment for students	414	5.3%	7.0%	57.7%	30.0%	3.12	.754
Shortness of timeframe used for continuous assessment	414	8.9%	15.9%	47.8%	27.3%	2.93	.887

**Source:** Field Survey 2023



Table 1 above presents the perception of respondents on the challenges of implementing continuous assessment in business education programs in Colleges of Education.

Implementing continuous assessment in business education programs: The table shows that only 0.5% of the respondents strongly disagree (SD) with implementing continuous assessment in business education programs, while 14.7% disagree (D), 62.6% agree (A), and 22.2% strongly agree (SA). The mean value for this aspect is 3.07, indicating a general agreement among the respondents.

Avoidance of complexity in the setting of continuous assessment: According to the table, none of the respondents strongly disagree (SD) with avoiding complexity in the setting of continuous assessment. However, 15.2% disagree (D), 50.2% agree (A), and 34.5% strongly agree (SA). The mean value for this aspect is 3.19, suggesting a higher level of agreement compared to other aspects.

Variation in the procedures for scoring and grading of different assessment instruments in different schools: According to the table, 4.3% of respondents strongly disagreed with this statement, 15.9% disagreed, 54.1% agreed, and 25.6% strongly agreed. The mean perception for this statement is 3.01, indicating a moderate positive perception. The standard deviation of .769 suggests there is some variability in the responses. Studying and assessing simultaneously within the period of learning, according to the table, 0% of respondents strongly disagreed with this statement, 25.4% disagreed, 28.7% agreed, and 45.9% strongly agreed. The mean perception for this statement is 3.21, indicating a moderately positive perception. The standard deviation of .820 suggests that there is low variability in the responses.

Application of oral and writing assessment for students, according to the table, 5.3% of respondents strongly disagreed with this statement, 7.0% disagreed, 57.7% agreed, and 30.0% strongly agreed. The mean perception for this statement is 3.12, indicating a moderate positive perception. The standard deviation of .754 suggests there is some variability in the responses. These findings suggest that a significant portion of respondents perceive challenges in implementing continuous assessment in business education programmes. These challenges include variation in scoring and grading procedures, simultaneous studying and assessing, and the application of oral and writing assessments for students.

Shortness of timeframe used for continuous assessment: According to the table, 8.9% of respondents strongly disagreed with this statement, 15.9% disagreed, 47.8% agreed, and 27.3% strongly agreed. The mean perception for this statement is 2.93, indicating a moderate positive perception. The standard deviation of 0.887 suggests there is some variability in the responses.

These findings suggest that a significant portion of respondents feel that the timeframe used for continuous assessment is short, which may present challenges in accurately assessing student performance.

Based on the data presented, it can be concluded that the majority of respondents agree with implementing continuous assessment in business education programs and recognize the importance of avoiding complexity and providing general standards for assessing students' performance.

Research Question 2 What is stakeholders perception of the strategies that can be employed in implementing continuous assessment in business education programmes in Colleges of Education?

	N	SD	D	A	SA	Mean	St D
implementing continuous assessment in business education programmes in Colleges of Education	414	0.5%	14.3%	55.1%	30.2%	3.15	.665
Avoidance of complexity in the setting of continuous assessment	414	0%	6.0%	62.8%	31.2%	3.25	.556
Provision of general standards for assessing students' performance	414	0.5%	21.3%	54.6%	23.7%	3.01	.685
Variation in the procedures for scoring and grading of	414	0.7%	18.8%	57.2%	23.2%	3.03	.670

different assessment instruments in different schools

Studying and assessing simultaneously within the period of learning	414	0%	15.2%	35.7%	49.0%	3.34	.728
Application of oral and writing assessment for students	414	5.8%	10.4%	41.8%	42.0%	3.20	.847
Shortness of timeframe used for continuous assessment	414	6.0%	16.4%	57.7%	19.8%	2.91	.773

Source: Field Survey, 2023

Table 2 above presents the stakeholders' perception of the strategies that can be employed in implementing continuous assessment in business education programs in Colleges of Education. Implementing continuous assessment in business education programs: The table shows that only 0.5% of the respondents strongly disagree (SD) with implementing continuous assessment in business education programs, while 14.3% disagree (D), 55.1% agree (A), and 30.2% strongly agree (SA). The mean value for this aspect is 3.15, indicating a generally positive perception towards implementing continuous assessment.

Avoidance of complexity in the setting of continuous assessment: The table indicates that no respondents strongly disagree or disagree with the avoidance of complexity in the setting of continuous assessment. 62.8% agree (A), and 31.2% strongly agree (SA). The mean value for this aspect is 3.25, suggesting a favorable perception towards simplifying the setting of continuous assessment.

Provision of general standards for assessing students' performance: The table demonstrates that only 0.5% of the respondents strongly disagree (SD) with the provision of general standards for assessing students' performance. Additionally, 21.3% disagree (D), 54.6% agree (A), and 23.7% strongly agree (SA). The mean value for this aspect is 3.07, indicating a mostly positive perception towards having general standards for student assessment. In conclusion, stakeholders generally perceive the strategies for implementing continuous assessment positively, including avoiding complexity, providing general standards for assessment, and implementing continuous assessment itself.

Avoidance of complexity in the setting of continuous assessment: The table reveals that no respondents strongly disagree (SD) with the avoidance of complexity in the setting of continuous assessment. 6.0% disagree (D), 62.8% agree (A), and 31.2% strongly agree (SA). The mean value for this aspect is 3.25, suggesting a strong agreement among stakeholders.

Provision of general standards for assessing students' performance: According to the table, only 0.5% of the respondents strongly disagree (SD) with the provision of general standards for assessing students' performance. 21.3% disagree (D), 54.6% agree (A), and 23.7% strongly agree (SA). The mean value for this aspect is not provided, but it can be inferred that there is a significant level of agreement among stakeholders.

Based on these results, it seems that stakeholders generally perceive the strategies employed in implementing continuous assessment in business education programs in Colleges of Education as beneficial and important. They also emphasize the importance of avoiding complexity in the assessment process and providing clear standards for assessing students' performance.

Summary of analysis of variance (ANOVA) on the mean ratings of stakeholders perception of the benefits, challenges and strategies of implementing continuous assessment in business education programmes in selected Colleges of Education in North Central Nigeria

**Table 3 Analysis of Variance (ANOVA)**

ANOVA					
Mean ratings of respondents on the Challenges of Implementing Continuous Assessment in Business Education Programmes					
	Sum of Squares	df	Mean Square	F	Sig.
<b>Between Groups</b>	1.677	7	.240	1.397	.205
<b>Within Groups</b>	69.603	406	.171		
<b>Total</b>	71.280	413			

Source: Field Survey 2023

There is no significant difference in the mean ratings of respondents on the challenges of implementing continuous assessment in business education programmes in Colleges of Education based on respondents' institution.

The ANOVA table above shows that the between-groups sum of squares (SSB) is 1.677, with degrees of freedom (df) of 7 and a mean square (MSB) of 0.240. The within-groups sum of squares (SSW) is 69.603, with df of 406 and a mean square (MSW) of 0.171. The total sum of squares (SST) is 71.280, with df of 413. The F-statistic is 1.397 with a p-value (significance level) of 0.205. Since the p-value is greater than the conventional significance level of 0.05, we fail to reject the null hypothesis that there is no significant difference in the mean ratings of respondents on the challenges of implementing continuous assessment in business education programmes in Colleges of Education based on respondents' institution.

There is no significant difference in the mean ratings of respondents on the strategies of implementing continuous assessment in business education programmes in Colleges of Education based on respondents' gender.

**Table 4 Analysis of variance (ANOVA)**

ANOVA					
Mean ratings of respondents on the Strategies to be used in implementing continuous assessment in business education programmes					
	Sum of Squares	df	Mean Square	F	Sig.
<b>Between Groups</b>	.001	1	.001	.007	.931
<b>Within Groups</b>	54.641	412	.133		
<b>Total</b>	54.642	413			

Source: Field Survey, 2023

The ANOVA table results provided above between-groups sum of squares (SSB) is 0.001, with degrees of freedom (df) of 1 and a mean square (MSB) of 0.001. The within-groups sum of squares (SSW) is 54.641, with df of 412 and a mean square (MSW) of 0.133. The total sum of squares (SST) is 54.642, with df of 413. The F-statistic is 0.007 with a p-value (significance level) of 0.931 which reveal that the p-value is greater than 0.05 (i.e.,  $p > .05$ ), which suggests that there is no statistically significant difference in the mean ratings of respondents based on their gender for the strategies of implementing continuous assessment in business education programs in Colleges of Education. Therefore, we can accept the null hypothesis ( $H_0$ ) and conclude that there is no significant difference in the mean ratings of respondents on the strategies of implementing continuous assessment in business education programmes in Colleges of Education based on respondents' gender.

### Discussion of Findings

From table 3, the F-statistic is 1.397 with a p-value (significance level) of 0.205. Since the p-value is greater than the conventional significance level of 0.05, we fail to reject the null hypothesis that there is no significant difference in the mean ratings of the challenges among respondents from

different institutions. In other words, there is insufficient evidence to support the conclusion that there is a significant difference in the challenges of implementing continuous assessment in business education programmes based on respondents' institution because there have been previous studies that have investigated the challenges of implementing continuous assessment in business education programs. One such study is by Onuka and Okoro (2018), who explored the perceptions of students and lecturers on the challenges of implementing continuous assessment in tertiary institutions in Nigeria. The study found no significant difference in the challenges faced by students and lecturers based on their institution. Another study that supports the hypothesis is by Aja-Okorie (2015), who conducted a survey of lecturers in Colleges of Education in Nigeria to determine the challenges they face in implementing continuous assessment. The study found that the challenges were similar across all institutions, with no significant difference in the mean ratings of the challenges. Overall, based on the findings from these and other related studies, it appears that there is no significant difference in the mean ratings of the challenges of implementing continuous assessment in business education programs among respondents from different institutions.

Based on the ANOVA results from table 4, it appears that the p-value is greater than 0.05 (i.e.,  $p > .05$ ), which suggests that there is no statistically significant difference in the mean ratings of respondents based on their gender for the strategies of implementing continuous assessment in business education programs in Colleges of Education. Therefore, we can accept the null hypothesis (H02) and conclude that gender does not have a significant impact on the implementation of continuous assessment in business education programs in Colleges of Education. Some literature reviews that support the relationship between gender and the implementation of continuous assessment in business education programs are that of Kariuki and Okuro (2017) in their study "The Influence of Gender on Students' Performance in Continuous Assessment Tests in Colleges of Education in Kenya: A Case Study of Machakos County," found that there was no significant difference in performance between male and female students in continuous assessment tests, suggesting that gender did not impact student success. And also, Johnson and Chinyamurindi (2018) conducted a literature review on gender and assessment in higher education, and found that while there were some differences in assessment preferences and outcomes between genders, overall the impact of gender on assessment was limited.

Another research by Ibrahim, *et al.* (2017) looked at the impact of gender on academic performance in higher education, and found that while there were some gender differences in certain majors and subjects, there was no overall consensus on how gender impacted academic performance. Overall, these studies suggest that while there may be some differences between genders in assessment and academic performance, the impact of gender on continuous assessment in business education programs is likely to be minimal. These studies suggest that gender can have an impact on the effectiveness of continuous assessment, with some indicating that females may benefit more from continuous assessment than males.

There is also a study by Uzoka and Ugwu (2018) found that continuous assessment scores were positively correlated with students' performance in e-business education, but there was no significant difference in performance between male and female students. However, the study by Ofoegbu (2018) found that female students had higher self-efficacy in continuous assessment and tended to perform better than male students. On the whole, these studies suggest that while gender may not always play a significant role in the effectiveness of continuous assessment in business education, there may be some gender differences in how students perceive and respond to different types of assessments

## Conclusion

The conclusions are made with the inclined consideration to the purpose of study, research question and the hypothetical statements of the study. Wrapping it up, implementing continuous assessment can bring numerous benefits to educational institutions and learners. However, it is essential to overcome challenges and maximize these benefits through practical strategies. These strategies include piloting testing, incremental adoption, effective stakeholder engagement, clear

communication, collaboration with stakeholders, training and support, infrastructure readiness, security measures, and ongoing evaluation and improvement. By following these best practices, educational institutions can successfully implement continuous assessment leading to improved learning outcomes and a more efficient assessment process.

### Recommendation

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

1. Government should organize, seminars, conferences and workshop for lecturers on correct implementations of continuous assessment in schools i.e how and what instrument to use to assess the affective and psychomotor domains of student and there should be a department of test expert to teach the concept of test construction, item analysis validity and reliability of a test, more so, Government should not employ at all any one that is not a professional lecturer.
2. Maintain ongoing communication with stakeholders to address their concerns and provide updates on the progress and outcomes of the implementation. This will help build trust and keep stakeholders engaged and supportive.
3. Provide adequate training and professional development opportunities for educators to ensure they are equipped with the necessary skills and knowledge to implement continuous assessment and computer-based examinations effectively. This will mitigate challenges and enhance the overall success of the implementation.

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## **INFLUENCE OF TEACHER CHARACTERISTICS AND TEACHING AIDS ON THE ACADEMIC PERFORMANCE OF STUDES IN BUSINESS STUDIES IN JUNIOR SECONDARY SCHOOLS.**

**Jimoh Kazeem RAJI**

*Kwara State Teaching Service Commission*

**07038022650**

*jimohkazeem1991@gmail.com*

### **Abstract**

Secondary school is the base for tertiary institution of learning. However, there is low academic performance in business studies. The study examined the influence of Teacher Characteristics and Teaching Aids on the Academic Performance of Students in Business Studies in Junior Secondary Schools. The study was anchored on the theory of Planned Behavior by Ajzen 1991. The study adopted a descriptive survey research design. Two purposes, two research questions, and two null hypotheses were raised to guide the study. Literature related to the study were reviewed in line with the purposes. The study population was 311 comprising of 144 Principals and 167 Business studies teachers in Junior secondary schools in Kwara Central Senatorial District, Nigeria as at 2022/2023 Academic session. Census sampling technique was used where the entire population was studied. The instrument for the data collection was a structured 22- item questionnaire on a 4-point Likert-type rating scale. The research instrument was subjected to face and content validity by three experts from the Department of Business and Entrepreneurship Education, Kwara State University, Malete. The instrument was pilot tested. The instrument's reliability was computed using the Cronbach Alpha liability test, which yielded a reliability coefficient of 0.81. The demographic variables of respondents were described using frequency counts and percentages; mean and standard deviation were used to analyze the research questions, while independent sampled t-test statistics was to test the null hypotheses a t0.05 significance level. The result of the study revealed that there was no significant difference between the mean responses of principals and teachers regarding the influence of Teacher's academic qualifications ( $t_{155} = 11.277, P < 0.05$ ); and Teaching aids ( $t_{155} = 1.717, P > 0.05$ ) on the academic performance of Business Studies students. The result of the hypotheses tested revealed that there was significant difference between the mean ratings of male and female teachers/principals and teachers on the extent to which teachers' qualification ( $t_{155} = 11.277, P < 0.05$ ) and also that there was no significant difference between the mean ratings of principals and teachers ( $t_{221} = 0.355, P > 0.05$ ) and male and female teachers ( $t_{155} = 1.717, P > 0.05$ ) on the extent to which teachers' teaching experience and utilization of teaching aids influence academic performance of business studies students respectively. Based on the findings, the study concluded that Teacher's academic qualifications, and Teaching aids positively influenced the academic performance of Business Studies students in Junior secondary schools in Kwara Central Senatorial District, Nigeria as at 2022/2023 Academic session. It was, therefore, recommended, among others, that The Federal, State, Local Government and all public-school proprietors should ensure that qualified and well-trained teachers are employed to teach in schools. The educational stakeholders should ensure that experienced teachers should be employed to teach especially in the higher classes.

### **Introduction**

In today's world, education for all occupies a special place in the various policies adopted by most countries, especially developing countries. According to the World Bank report (2014), education systems are experiencing knowledge transmission challenges in general. The fact that schools are accessible for some, the dysfunction of schools also undermines the prospect of education in the society. The success of education sector has been a concern to researchers for centuries. The nation's economic and social health depends on the quality of its schools. If students are not taught the values and social skills necessary to be economically productive, then the schools have not succeeded in their mission. Researchers and school leaders widely agree that teacher qualification is a major issue in the current movement of education reforms and school improvement. Accordingly, in recent years, the issue of teacher qualification has continued to attract the attention of not only researchers but also of educators, professional organizations, and policymakers. The influence of the teachers in the performance of the students is germane. The teachers are the facilitators who are to impact into the students the concepts expected to be learnt. However, Usman et.al (2016) believed that



ignorant of the teachers or neglect of activity-oriented methods by the teachers grossly contribute to students' low performance in business education. The term qualification has been defined as the capacity, knowledge, or skill that matches or suits an occasion, or makes someone eligible for a duty, office, position, privilege, or status. Qualification denotes fitness for purpose through fulfillment of necessary conditions such as completion of required schooling or training, or acquisition of a degree or diploma. Teaching on the other hand has been defined as a process of imparting knowledge or instructing someone as to how to do something; or cause someone to learn or understand something by example or experience (Steve, 2021).

A qualified teacher is that teacher who establishes pleasant, business-like classroom climate, elicits students' responsibilities and co-operation in academic activities. Such teacher would receive high rating by students on cooperation and work engagement. For the teacher to achieve and maintain high success rates in students, the teacher needs to praise students' successes, encouraging them to work hard and take responsibility for their academic progress (Essien et. al, 2016). Qualification of teachers has been considered as the essential catalyst that promote the improvement of the school setting where teachers are taken as the main source used in school and students' development which is considered to become the source that help the knowledge and changes (Wallace,2015). Umoru (2012) maintained that specialized workers will be required to perform various tasks needed to keep organizations working smoothly and providing the product and services required by customers. The place of teaching aids in the effective implementation of any educational programme cannot be underestimated. Teaching aids perform such functions as the extension of the range of experience available to learners, supplement and complement the teacher's verbal explanations thereby making learning experience richer and providing the teacher with interest into a wide variety of learning activities. Teaching aids supplement, clarify, vitalize, emphasize instruction, and enhance learning in the process of transmitting knowledge, ideas, skills, and attitude. This calls for teacher's resourcefulness and improvisation on the parts of the Business studies teachers. The ability of the teacher to make use of "local" materials in place of "standard" ready-made materials makes lesson more effective and improved students' achievement. The use of teaching aids is important if one is to successfully deliver a lesson to students and makes sure that the objective of that lesson is achieved. Since comprehension of anything learnt in school depends on the teacher's presentation and the reality of the subject matter.

The transmission of facts, ideas, and information from a teacher to students in a systematic order or procedure is referred to as teaching. During this process instructional material otherwise known as teaching aids meant to make instruction more meaningful, clear, and more attractive to students. Instructional materials serve as a channel between a teacher and students in delivering instructions. They may also serve as the motivation in the teaching-learning process. It is used to get the attention of students and eliminate boredom. Instructional materials are highly important for teaching, especially for inexperienced teachers. Teachers rely on instructional materials in every aspect of teaching. Teaching aid is considered as an instructional aid like book, chalkboard, or images. It can be defined as an object such as a globe, map, or a specimen. Additionally, they can be devices like computer gadgets utilized by instructor to improve classroom teaching. According to Okendu, (2012),

Conventional/traditional teaching aids: These are the materials which were been used since when technology had not yet popular as it is today. When there was no electricity, phones, computers, or internet, chalks, blackboards and 'dust and mud sketching' were used by teachers as standard teaching aids. Elements of nature, actual objects and specimen were written and presented as teaching aids. Books formed the traditional or conventional resources available to both the teachers and learners.

Non-conventional/modern teaching aids: With the gradual technological progress, non-conventional teaching aids became available to teachers and students like computers, television/radio, and interactive whiteboard, multimedia. The modern teaching aids present themselves in different forms. A world of opportunities like teaching aids, games, activities, and media have become available to students. They have made teachers' task both enjoyable and challenging. The use of non-conventional teaching aids plays an important role in the teaching and learning process today. Audio-visual aids are contemporary teaching aids use to provide stimulation to ears and eyes together compared to the traditionally used teaching aids that stimulated only one sense organ. The emerging teaching aids involve other sense organs (Đurđanović, 2015). These teaching aids are visual aids (illustrations, textbooks, magazines), auditory aids (sound recordings from CDs), audio-visual aids (combination of audio and video materials, DVDs). Projected teaching aids such as PPT, slides, film strips, overhead projectors, TV/VCR can be projected on screen to give an enlarged image of the material. They can be used suitably for large and small groups. The quality of the images being projected make them more effective than a non-projected aid. Non-projected aids do not require projection screens. Such materials are simply shown, hung, or touched, e.g., chalkboard, whiteboard, charts, posters,

pictorial materials, and models. They provide firsthand experiences, make the learners actively participate, stimulate students' interest, ensure better results and longer retention.

Academic performance is described as the relative positions of students learning outcomes to a set objective of a curriculum (Stinebrickner & Stinebrickner, 2019). Hanson (2010) defined academic achievement in terms of the amount of gain in knowledge of students because of being exposed and taking part in a curriculum package. In this study, academic achievement is described based on academic ability level of a student. Ability level is defined in terms of a students' relative achievement of the curriculum among others in a class. It is often categorized into high and low ability levels. While high ability refers to those that score above 60 percentages in tests, low ability refers to those that score less than the 40 percentages (Hanson, 2010). Mehta (2016) defined academic achievement as "academic performance which includes curricular and co-curricular performance of the students. It indicates the learning outcomes of students.

Gender refers to socially constructed differences between male and female. Scholars, policymakers, and practitioners have observed and seem to agree upon socially constructed differences between male and female and its significant effects in their lives. Studies conducted across the world among the students studying in different levels found a significant gender difference in academic performance. Several studies have reported that female students outperform their male counterparts (Khwaileh & Zaza, 2010). Ghazvini & Khajehpour(2011) further argued that even gender difference exists at the level of cognitive Functioning in the academic environment. Girls are likely to be more adaptive in learning in a different environment.

### **Statement of the Problem**

It is presumed that a qualified teacher produces students who are competent and excellent in their academics. Graduate teacher from licensed teacher training institute is expected to deliver high quality teaching. However, recent researches reveal that Business Studies students' performances are below expectation in Junior Secondary Schools in Kwara Central Senatorial District. The Basic (BECE) results for 2021/2022 and 2022/2023 for some selected secondary schools in Kwara Central Senatorial Districts testify to this. According to Fenstermacher and Richardson, (2014). The eventual performance of students depends on the quality of teaching by the teacher. This is because the teacher has full control of the learning in the school. The quality of performance of students in a school is conditioned by the qualification of the teacher. The student poor performance in Kwara Central Senatorial District is attributed to teacher's performance and there is need to check on the teacher qualifications as one of the elements of teacher's characteristics to solve the challenge of increasing poor student performance in secondary schools. It is a general belief that without qualified teachers there can never be good results, since teachers have the most direct sustained contact with students, considerable control over what is taught and the environment of learning. Improving teachers' knowledge, skills and development is a critical step towards improving student performance. According to Adedayo (2015) the performance of students in some subjects especially business studies is very appalling, this could be as a result of low quality of teaching and poor usage of teaching aid. In view of the above, this study examined the influence of teachers' characteristics and teaching aids on the academic performance of students in Business Studies; because if research on this problem is not carried out, business studies students will continue to perform below expectation in Kwara Central Senatorial District of Kwara State, Nigeria.

### **Research Questions**

The following research questions were raised to guide the study:

1. To what extent does academic qualification of teachers influence academic performance of secondary school students in business studies?
2. To what extent does usage of teaching aids influence academic performance of secondary school students in business studies?

### **Hypotheses**

The following hypotheses were formulated for the study and will be tested at 0.05 level of significance.

H<sub>01</sub>: There is no significant difference between the mean ratings of male and female teacher on the extent to which Teachers' qualification influences academic performance of business studies.

H<sub>02</sub>: There is no significant difference between the mean ratings of male and female students on the extent to which utilization of teaching aids influence academic performance of business studies.

**Methodology**

Descriptive survey research design was adopted for this study. A structured questionnaire tagged “Perceived influence of teachers characteristics and teaching aid on academic performance of secondary school students in Business study questionnaire” (*ITCTAAPQ*) prepared by the researcher was used to gather data. The questionnaire consists of two parts. Part I sought demographic information about respondents while Part II contained items used to elicit responses from the respondents on the Influence of teacher’s characteristics and teaching aid on academic performance of secondary school students in Business study. The questionnaire was answered by Business study teachers and their School Principals. Part II has four sub-sections.

The target population for the study was 311 comprising 144 Principals and 167 Business studies teachers in Junior Secondary Schools in Kwara Central Senatorial District, Nigeria as at 2022/2023 Academic Session. Kwara Central Senatorial District is made up of four Local Government Areas of Ilorin West, Ilorin South, Ilorin East and Asa Local Government Areas. The distributions of respondents are as shown below:

**Results**

Research Question 1: To what extent does teacher’s academic qualifications influence the academic performance of Business Studies students?

**Table2: Responses on the extent of teacher’s academic qualifications**

S/N	Item Statements	$\bar{X}$	SD	Remark
1.	Teachers with higher academic qualifications are more effective in teaching Business Studies than those with lower qualifications, which result in better academic Performance of Business Studies students.	3.24	0.88	High Extent
2.	Teachers who have a master's degree or above in Business Studies or a related field enhance students’ academic performance.	2.83	1.05	High Extent
3.	Teachers who have a bachelor's degree or lower qualification in Business Studies or a related field can improve the academic performance of Business Studies students.	2.86	1.05	High Extent
4.	Business Studies teacher with master’s degree or higher qualification in business or a related field are many in secondary school.	2.94	1.01	High Extent
5.	Business Studies teachers with relevant academic qualifications enhance students’ academic performance.	3.09	1.01	High Extent
6.	Business Studies teachers demonstrate up-to-date knowledge of the Business Studies curriculum and standards which Improve student’s academic performance.	2.85	0.99	High Extent
7.	The use of appropriate academic language and terminology in instruction by Business Studies teacher improves student academic performance in the subject.	3.14	0.96	High Extent
8.	Business Studies teacher can explain complex business Concepts and theories clearly and accurately which can enhance student’s academic performance.	2.87	1.09	High Extent
9.	Business Studies teachers with master’s degree or above have better knowledge in a subject to teach the students Which affects their academic achievement.	3.38	0.74	High Extent
10.	Business Studies teachers with higher qualification provides constructive and timely feedback for better student’s performance.	3.05	1.00	High Extent



11.	Business Studies teachers with higher qualification than Degree reflects on their knowledge to improve students' academic performance.	3.05	1.00	High Extent
	Weighted average	3.03	0.98	High Extent

Source: Field Survey, 2024

The data presented in Table 3 show the mean and standard deviation scores of responses regarding the extent to which teacher's academic qualifications influence the academic performance of students in Business Studies. The table reveals that the respondents agreed that teachers with higher academic qualifications are more effective in teaching Business Studies than those with lower qualifications, which result in better academic performance of students, same way teachers who have a master's degree or above in Business Studies or a related field enhance students' academic performance and teachers who have a bachelor's degree or below in Business Studies or a related field can improve the academic performance of students. These were supported by the following mean scores 3.24, 2.83 and 2.86. The respondents also agreed that Business Studies teacher with master's degree or higher in business or a related field are many in secondary school, same way they agreed that Business Studies teachers with relevant academic credentials enhance students' academic performance and demonstrate up-to-date knowledge of the business curriculum and standards which improves student's academic performance. These were also supported by the following mean scores 2.94, 3.09 and 2.85. The respondents similarly agreed that the use of appropriate academic language and terminology in instruction by Business Studies teacher improves student academic performance and can help to explain complex business concepts and theories clearly and accurately which can enhance student's academic performance. Same way they agreed that Business Studies teachers with master's degree or higher qualifications have better knowledge in a subject to teach the students and provides constructive and timely feedback for better student's performance as well as reflects on their knowledge to improve students' academic performance. These were also supported by the following mean scores 3.14, 2.87, 3.38, 3.05 and 3.05. All the 11 item constructs have standard deviation ranging from 0.74 to 1.05. This means that the responses of the respondents are not widely spread as they are close to their respective mean scores. The table has a calculated weighted average mean score and standard deviation of 3.03 and 0.98 respectively. This implies that teacher's academic qualifications positively influenced the academic performance of Business Studies students to high extent (mean = 3.03, SD = 0.98).

**Research Question 2:**

**Table 3: Responses on the extent teaching aids influence the academic performance of students**

S/N	Item Statements	$\bar{X}$	SD	Remark
13.	Teaching aids such as textbooks, charts, videos and computers enhance students' understanding and interest in Business Studies.	2.63	1.14	High Extent
14.	Teaching aids help me to remember and apply the concepts and principles of Business Studies better than lectures alone.	2.53	1.06	High Extent
15.	Business Studies teachers use a variety of teaching aids, such as textbooks, worksheets, simulations, etc., to support student learning.	2.38	1.05	Low Extent
16.	Business Studies teachers select teaching aids that are relevant, accurate, and up to date for the business topics being taught.	2.53	1.07	High Extent
17.	Business Studies teachers integrate teaching aids effectively into their lesson plans and delivery.	2.65	1.07	High Extent
18.	Business Studies teachers explain how the teaching aids relate to the learning objectives and outcomes of the lesson.	2.76	1.08	High Extent
19.	Business Studies teachers encourage student interaction and engagement with the teaching aids.	2.63	1.05	High Extent
20.	Business Studies teachers who teach Students with instructional materials assist them to perform better academically	2.97	0.99	High Extent
21.	Students taught without instructional materials are likely to perform poorly academically.	2.85	1.13	High Extent
22.	The use of teaching aids by Business Studies teachers to teach motivate students for better performance.	2.90	1.00	High Extent



23. Utilization of teaching aids by Business Studies teachers have no effect on students' academic performance.	2.05	1.05	Low Extent
Weighted average	2.63	1.06	High Extent

Source: Field Survey, 2024

The data presented in Table 6 show the mean scores and standard deviation of responses regarding the extent to which teaching aids influence the academic performance of Business Studies students. The table reveals that the respondents agreed that teaching aids such as textbooks, charts, videos and computers enhance students' understanding and interest in Business Studies and help them to remember and apply the concepts and principles of Business Studies better than lectures alone, same way they agreed that Business Studies teachers select teaching aids that are relevant, accurate, and up to date for the business topics being taught and integrate teaching aids effectively into their lesson plans and delivery. These were supported by mean scores of 2.63, 2.53, 2.53 and 2.65. The respondents also agreed that Business Studies teachers explain how the teaching aids relate to the learning objectives and outcomes of the lesson, encourage student interaction and engagement with the teaching aids and assist them to perform better academically. These were also supported by mean scores of 2.76, 2.63 and 2.97. The respondents also agreed that the use of students taught without instructional materials are likely to perform poorly academically because the use of teaching aids by Business Studies teachers to teach motivate students for better performance. Mean scores of 2.85 and 2.90 supported these. Though the respondents disagreed that Business Studies teachers use a variety of teaching aids, such as textbooks, worksheets, simulations, etc., to support student learning, same way they disagreed that utilization of teaching aids by Business Studies teachers have no effect on students' academic performance. These were also supported by mean scores of 2.38 and 2.05 respectively. All the 11 item constructs have standard deviation ranging from 0.99 to 1.14. This means that the responses of the respondents are not widely spread as they are close to their respective mean scores. The table has a calculated weighted average mean score and standard deviation of 2.63 and 1.06 respectively. This implies that teaching aids positively influenced the academic performance of Business Studies students to high extent (mean = 2.63, SD = 1.06).

### Test of Hypotheses

The two null hypotheses of the study were tested using Independent Sample t-test. The null hypotheses were tested at 0.05 level of significance. The summary of the test of hypotheses are presented in Tables 7 to 10 as follows:

**H01:** There is no significant difference between the mean ratings of male and female teachers on the extent to which teachers' qualification influences academic performance of business studies students in Kwara Central Senatorial District.

**Table 4: Summary of t-test on the extent to which teachers' qualification**

Group	N	Mean	SD	t-cal	Df	p-value	Decision
Male	49	2.85	0.21	11.277	155	0.000	H01 Rejected
Female	68	3.23	0.15				

$P < 0.05$

The analysis of data presented in Table 4 reveals that there are 49 male teachers and 68 female teachers. The responses of male and female teachers indicated that female teachers had higher mean score ( $\bar{x} = 3.23$ ;  $SD = 0.15$ ) than male teachers ( $\bar{x} = 2.85$ ;  $SD = 0.21$ ). Their responses are close to the mean as the standard deviations are very low. The table revealed that there was significant difference between the mean ratings of male and female teachers on the extent to which teachers' qualification influence academic performance of Business Studies students ( $t_{155} = 11.277, P < 0.05$ ). Therefore, the null hypothesis which states that there is no significant difference between the mean ratings of male and female teachers on the extent to which teachers' qualification influence academic performance of business students in Kwara Central Senatorial District was rejected. This implied that male and female teachers differ in their responses

regarding the extent to which teachers' qualification influences academic performance of business students. The female teachers rated the extent to which teachers' qualification influence academic performance of business students higher than the male teachers ( $\bar{x}= 3.23$ ;  $SD = 0.15$ ) than male teachers ( $\bar{x}= 2.85$ ;  $SD = 0.21$ ).

**Ho2:** There is no significant difference between the mean ratings of male and female teachers on the extent to which utilization of teaching aids influence academic performance of business studies students in Kwara Central Senatorial District.

**Table 5: Summary oft-test on the extent to which utilization of teaching aids influence academic performance of students**

Group	N	Mean	SD	t-cal	Df	p-value	Decision
Male	49	2.73	0.093	1.717	155	0.089	Ho1 Not Rejected
Female	68	2.70	0.086				

Source: *Fieldsurvey,2024*  $P>0.05$

The analysis of data presented in Table 5 reveals that there was no significant difference between the mean ratings of male and female teachers on the extent to which utilization of teaching aids influences academic performance of Business Studies students ( $t_{155}=1.717$ ,  $P>0.05$ ). ( $\bar{x}= 2.73$ ;  $SD = 0.09$ ). Therefore, the null hypothesis that states that there is no significant difference between the mean ratings of male and female teachers on the extent to which utilization of teaching aids influence academic performance of business students in Kwara Central Senatorial District was not rejected. This implied that male and female teachers did not differ in their responses regarding the extent to which utilization of teaching aids influence academic performance of Business Studies students ( $\bar{x}=2.73$ ;  $SD=0.09$ ) and ( $\bar{x}=2.70$ ;  $SD = 0.09$ ).

**Discussion of Findings**

The study was conducted to examine the perceived influence of teachers' characteristics and teaching aids on the academic performance of secondary school students in business studies in Kwara Central Senatorial District, Nigeria. The discussion was based on the two research questions and the two null hypotheses presented in chapter one which were statistically analyzed in this chapter. The finding of research purpose, question, and hypothesis one revealed that teachers' qualification positively influences academic performance of business studies students. This implies that teachers' academic qualifications, particularly higher degrees are perceived as significantly enhancing academic performance of Business Studies students. This claim is corroborated by Wallace (2015) that highly qualified teachers are also considered to be an agent of change due to the key role that they play for the purpose of making an improvement related to students' academic performance that should be done through effective delivery related to the quality of education.

Finding of research purpose, question, and hypothesis two revealed that utilization of teaching aids is perceived to have significant positive impact on the academic performance of Business Studies students. It was revealed that teaching aids enhance understanding, interest and performance that they are effectively used by teachers. To corroborates this; Okendu (2012) that teaching aids are materials or things which can be utilized by instructors to enhance achievement of educational goals. Incorporating teaching aids into the learning process boosts student motivation and saves time in lesson delivery. However, there some disagreement about the variety of teaching aids used and their overall effectiveness. The consistent perception is that teaching aids play a crucial role in improving students' academic outcomes.

**Conclusion**

Based on the findings from the Data analyzed using descriptive and inferential statistics; it has been revealed that teachers with higher academic qualifications are more effective in teaching Business Studies than those with lower qualifications and that teaching experience influences students' academic performance in Business Studies, also that teachers who participate in professional development activities are more likely to use innovative and effective teaching methods, more updated and competent, demonstrate a commitment to lifelong learning and professional excellence, coupled with the fact that teaching aids such as textbooks, charts, videos and computers enhance students' understanding and interest in Business Studies and help them to remember and apply the concepts and principles of Business Studies better than lectures alone. Therefore,

it could be concluded that Teacher's academic qualifications, Teacher's teaching experience, Teacher's professional development and Teaching aids positively influenced the academic performance of Business Studies students in Junior secondary schools in Kwara Central Senatorial District, Nigeria as at 2022/2023 Academic session. These factors must not be neglected because students' academic performance is affected as such the following recommendations may help to ameliorate the situation.

### Recommendations

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

1. Educational institutions should encourage Business Studies teachers to pursue advance academic qualifications, particularly masters' degrees or higher in Business Studies or related fields.
2. Education stakeholders should develop a strategy that allows schools to harness the strength of both experienced and new teachers, ensuring that all Business Studies educators effectively contribute to student's academic performance.

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## PERCEPTION OF TOURISM EDUCATION PROGRAMME: IMPLICATIONS FOR SUSTAINABILITY IN KWARA STATE UNIVERSITY, MALETE, NIGERIA

O. S. Folorunso<sup>1</sup>, I. S. Ogundele<sup>2</sup>, R. D. Ayinla<sup>3</sup>, & J. A. Aderinto<sup>3</sup>

<sup>1</sup>Department of Tourism and Hospitality Management, Kwara State University, Malete, Nigeria.

<sup>2</sup>Department of Business and Entrepreneurship Education, Kwara State University, Malete, Nigeria.

<sup>3</sup>Department of Tourism and Hospitality Management, Kwara State University, Malete, Nigeria.

[olusola.folorunso@kwasu.edu.ng](mailto:olusola.folorunso@kwasu.edu.ng);

Tel: +2348062224274

### Abstract

*Tourism education is a collection of formalized teachings which transmit knowledge, foster skills and character that equip students for their career in the industry. However, its appreciation among the university community is imprecise. Thus, this study investigates Perception of tourism education programme: implications for sustainability in Kwara State University. The research is guided by three main objectives: to investigate the general perception of the tourism education program among students, educators, and industry professionals; to find out the extent to which students' perception of the program influences their enrolment in tourism education programs at universities; and to assess the level of awareness among lecturers regarding tourism education for sustainability in education. A mixed method was adopted for the study, in which the hybrid explanatory/confirmatory method was used. The study employs a QUAN + qual mixed design (Quantitative driven simultaneous design). While the core component is quantitative, the supplemental component is qualitative. The quantitative portion of the study was conducted using a descriptive survey research design. The study's population consists of all tourism students and lecturers from Kwara State University, Malete. The data for this study were statistically analysed using descriptive statistics of mean to answer the research questions and recommendations were made based on the findings.*

**keywords:** Education, Hospitality, Sustainability, Tourism, Tourism Education

### Introduction

Tourism is the world's largest and fastest growing sector of the global economy. It comprises major sub-sectors like hospitality, which involves accommodation, food and beverages service, event, recreation and entertainment; transportation; attractions and travel service sectors amongst others. These sectors are key to tourism experience, and they make up what is referred to as 'tourism product'. This implies that these sectors are inseparable, without any of them tourism doesn't really exist (Ukpokolo and Folorunso, 2019). However, the hospitality sector is very crucial and can translate to tourism in its expeditions. All other contributing sectors can then be fashioned under the umbrella of tourism and hospitality industry. The expansion of the industry due to continuous demand of the human population in the area of food service, accommodation and trade (local and international) has brought about a consequent increase in the number of workforce required to keep the industry moving (Shoemaker *et al.*, 2007). In the light of this fact, it is safe to say there are numerous career opportunities embedded in this industry for prospective employees who wish to chart a course in this field.

Tourism and Hospitality Management is a multidisciplinary field that plays a crucial role in fostering economic development, cultural exchange, and environmental



sustainability. Despite its growing significance, it is often overlooked as a viable career path by secondary school graduates, especially in developing regions like Nigeria, where there is minimal linkage between secondary school curricula and tourism education. This disconnect has implications for the choice of Tourism and Hospitality Management as a course of study, as well as for the future of sustainable tourism development in the country.

In Nigeria, secondary school education primarily focuses on traditional academic subjects such as science, arts, and commerce, with little emphasis on vocational or professional courses like Tourism and Hospitality. Subjects like Geography, which could serve as a foundation for tourism education, are not explicitly aligned with career paths in the field. As a result, many students are unaware of the opportunities within Tourism and Hospitality Management, and they lack the foundational knowledge to consider it as a viable option. This gap often leads to a low enrolment rate in tourism-related courses at the tertiary level, including Kwara State University. The choice of a course of study is often influenced by societal perceptions, career prospects, and personal interests. However, Tourism and Hospitality Management is frequently misunderstood as a less prestigious field compared to courses in medicine, law, or engineering. This misconception is fuelled by a lack of awareness about the potential of the tourism industry as a driver of sustainable development. The World Travel and Tourism Council (2024), highlights that tourism contributes significantly to global GDP, employment generation, and cultural preservation. Unfortunately, these benefits are not sufficiently communicated to students during their early education, leading to a lack of interest in pursuing tourism education.

Kwara State University, with its commitment to providing world-class education, offers a Tourism and Hospitality Management programme designed to equip students with the knowledge and skills needed to thrive in a dynamic and growing industry. However, the institution faces the challenge of attracting students to this programme. Addressing this issue requires an understanding of students' perceptions of tourism education and the factors influencing their choice of study. Thus, this study is informed by the need to bridge the gap between secondary school education and tertiary-level tourism education. It seeks to explore the perception of Tourism and Hospitality Management among students at Kwara State University, with a focus on uncovering the barriers and motivations that influence their decision-making process.

Furthermore, the study underscores the importance of reorienting the mind set of young individuals toward the potential of tourism as a career path. It highlights the need for a proactive approach in integrating tourism-related topics into secondary school curricula and creating awareness campaigns to showcase the diverse opportunities within the tourism sector. The study seeks to strengthen the linkage between secondary and tertiary education, promote the relevance of Tourism and Hospitality Management, and contribute to the sustainability of the tourism industry in Nigeria. This study is therefore necessitated by the need to enhance students' perception of Tourism and Hospitality Management as a course of study at Kwara State University. It seeks to unravel the underlying factors that influence students' choices and provide actionable recommendations to promote tourism education as a catalyst for sustainability.

### **Research Questions**

1. What is the general perception of tourism education programme?
2. To what extent does students' perception of tourism education programme influence the enrolment of students into tourism programme?
3. What is the level of awareness of lecturers on tourism education for sustainability in education?



### Conceptualizing the Prospect of Tourism Education

The World Tourism Organization is the tourism industry's most comprehensive collector of tourism data. In 2009 WTO reported an estimated over 1 billion international tourist arrivals, which generated US\$955 billion world-wide, (UNWTO, 2024). In other words, the equivalent of roughly 17% of the world's population was transported internationally in 2009. Compared to 1950, when 25 million tourists generated US\$8 billion, there have been significant increases in both the volume of international travel and receipts generated. From the period of 1950 to 2020, tourism arrivals had an average annual growth rate of 9%. International tourism receipts (at current prices and excluding international transport costs) had an average annual growth rate of 12% over the same period (UNWTO, 2023).

Owing to the above analysis of the tourism and hospitality industry, it behoves this paper to evaluate certain factors that serves as predictor or that create an impetus for student to choose tourism and hospitality as a discipline in higher institution, with the hope of earning a career in it in the future. This implies that, understanding of tourism education is expedient. As described by Sharma (2019), tourism education is a collection of formalized teachings which transmit knowledge, foster skills and character traits that equip students for their career in the industry. However, its appreciation among the university community is imprecise. Although, when it comes to tourism education, there have been a few research in the aspect of the impact of practical training to help students understand the philosophy, principle and practices of the course (Bashiru *et al.*, 2017); and also some assessment of the role of educational bodies on how tourism studies should be integrated into the university curriculum (Oyedun *et al.*, 2019). In spite of these, there is no tangible evaluation of tourism studies in the aspect of the attitude and perception of the prospective students to tourism as a programme in the university and as a discipline for a course of study.

The tourism industry has been expanding and diversifying at a tremendous pace. Over the past three decades, international arrivals have grown steeply from 183million in 1970, to 450 million in 1991, and the figures have exceeded over one billion by the year 2020. It has been predicted that there will be approximately 937 million international tourist arrivals in 2014 (UNWTO, 2024). According to UNWTO (2023), the international tourist arrivals grew by 7.3% in 2019 to 1.733billion, it's a testament to the fact that the industry employs 1 out of 7 global workforces. Folorunso (2013), defines tourism in two dimensions, as an activity and as an occupation. *As an occupation* is the act of providing welfare need for tourist, the need include transportation, lodging, food, and beverages entertainment and so on. *As an activity* is the voluntary movement of people far and near out or within one's own country in search of pleasure for maximum of 24hours and less than one year. Ukpokolo and Folorunso (2019), on the other hand defines tourism as a voluntary movement of an individual or group of people from their normal domicile to a novel destination, for pleasure, recreation and relaxation and any other activities that are not connected with any form of remuneration.

Tourism industry involves the complex sectors that contributes to the activities of the tourist before the trip, during the trip and after the trip. These sectors are as follows: transportation; attraction and recreations; accommodation; food and beverages; retail services; health insurance; travel agency and tour operator; embassy and high commissions. As postulated by Falabi, and Folorunso (2018), hospitality simply means the friendly and generous reception and entertainment of guests, visitors, or strangers. It also means the act of providing services to others, as well as demonstrating consistent excellence and quality. Most of all, hospitality should be a "place" where people can still be exceptional individuals



and they can extend their own personality and style. Hospitality includes not only hotels and restaurants, but it also refers to other kinds of businesses that give shelter or food or both to people away from their homes. Holistically, hospitality industry is a broad group of trades that gives services to customers. It focuses on their satisfaction. It acknowledges the needs of guests in a variety of establishments. The hospitality industry refers to various businesses and services linked to leisure and customer satisfaction. A defining aspect of the hospitality industry is that it focuses on ideas of luxury, pleasure, enjoyment, and experiences instead of catering to necessities and just essentials.

Ukpokolo and Folorunso (2019), stress that the hospitality industry is part of a huge group of companies known as travel and tourism industry, which provides the necessary or desirable goods and services to travellers. The hospitality and tourism industries are the largest and fastest growing in the world. The two major sub-sectors within the hospitality industry are; Accommodation - this includes inns, hotels, motels, guest houses, hostels, resorts, serviced apartments and campsites; and Food and Beverage which includes restaurants, catering, bars, cafés, nightclubs, tea and coffee shops. Putting hospitality in the picture with tourism, tourist service providers such as travel agency, tour operators, cruises, car rental, casinos among others form the tourism industry.

To document what the perception of the people is about tourism education, Sharma (2019), affirms that the tourism industry is a major source of employment. The possible sources of these employment opportunities are highlighted in this study. However, sound tourism education is very crucial in order to really take a good advantage of the numerous opportunities available for prospective employees and stakeholders of the industry. The relevance of tourism education cannot be underplayed, the availability of professional and academic course in tourism, hospitality and event management has positioned the industry in a better place for pre-degree students to explore. Adigun, Adediran and Adediran (2021), also posit that educational setting in higher institutions of learning is a well-structured and technically controlled environment where students are tutored in courses directly related to their discipline and career aspirations. Every university programme has basic requirements for its admission, tourism as a course is not one of the most popular among many applicants (Oyedun, *et al.*, 2019). Nevertheless, higher institutions like Imo State University and Michael Okpara University of Agriculture (formerly, Federal University of Agriculture, Umudike) have had a programme in tourism and hospitality management for about two decades now. Other university added the programme later and quite a number of graduates have been produced since.

The following are the subjects required to study Tourism and Hospitality Management in the higher institutions: Mathematics and English; Geography; Economics; Agricultural Science /Biology; Yoruba and Home Economics. Others are any of Chemistry, History, Literature, Government, Commerce, and Accounting. Credit passes in any 6 of the mentioned courses including Mathematics and English Language may guarantee an admission into the course. In addition, prospective students would be required to pass the compulsory Joint Admission and Matriculation Board (JAMB) exam as proscribed by decree 33 of 1989 (amended) that established the body. Here are the selected courses relevant for admission to study tourism: Mathematics and English with any two of the following: Geography, History, Economics, Agricultural Science, Biology, Home Economics, Catering craft, Commerce, and Chemistry. Basically, Tourism studies stems from multi-disciplinary studies due to different forms of tourism that we have. However, its foundation is rooted in

culture, nature and architectural designs. Hospitality on the other hand is closer to science, as hygiene, sanitation and food service are the bedrocks of its studies.

The following are some of the selected federal, state and private universities offering tourism studies as a major course.



- 1) Kwara State University
- 2) Imo State University
- 3) Michael Okpara University of Agriculture, Umudike
- 4) Osun State University
- 5) University of Abuja
- 6) Federal University, Oye-Ekiti
- 7) Federal University of Agriculture, Abeokuta
- 8) Afe Babalola University, Ado-Ekiti
- 9) Wesley University, Ondo
- 10) Elizade University, Ilara-Mokin
- 11) Lead City University, Ibadan
- 12) Ekiti State University, Ado-Ekiti
- 13) Redeemers University, Ede
- 14) University of Portharcourt, Rivers State

Several career opportunities abound in the field of tourism and hospitality management. They include but not limited to the following:

1. Professional consultant
2. Airport attendant
3. Hotelier
4. Tour operator and Travel agents
5. Food and beverage merchandising
6. Tourism and hospitality educator
7. Catering and event planning
8. Mixologist and Bartender
9. Curator
10. Trade guide

Tourism studies is a career-based discipline and is professionally regulated by several local and international bodies which include but not limited to the following:

1. Hospitality and Tourism Management Association of Nigeria (HATMAN)
2. Institute of Management Consultant (IMC)
3. Institute of Hospitality (IoH-UK)
4. Nigeria Hotel and Catering Institute (NHCI)
5. Institute of Tourism Professionals of Nigeria (ITPN)
6. Tourism and Hospitality Council (THC)
7. Nigeria Institute of Management (NIM)
8. International Air Transport Association IATA
9. National Association of Nigeria Travel Agencies (NANTA)
10. Hotel and Personal Services Employers' Association of Nigeria (HOPESEA)

Education is basically the process of dispensing skills, knowledge and character to a person in a formal or informal way. In nation building, education is key. Tourism education is usually channelled towards preparing and equipping students to become professionals in their field and be able to dominate the industry. Despite the recent increase in awareness of tourism as a course of study in the universities, the general perception of the people about the programme is worth is evaluating. Lack of understanding of what the scope of the course is, is one thing, inability to fully explore the opportunities the course can offer is another.



However, the relationship between human resource and tourism is a vital one that is crucial to the nation's economy in generating workforce. This creates the needs for prospective and existing employees in this industry to seek education and acquire skills in the field of tourism. Bashiru *et al.*, (2017), affirms that formal education is the key to unlocking the mainstream platform of economic supportive industry. Tourism falls into this league, and its education provides platform for both practical and theoretical approach in acquiring necessary skills to thrive in this industry, this makes the graduate of this course professional at what they do. It should be noted that professional skills may be developed via several channels which include skills acquisition programme organised by the government or private stakeholders, and this training can be backed up by structurally dispensed knowledge that is obtainable in the universities system (Barrows, Power and Reynold, 2012).

Yirbekyaa, *et al.*, (2021), assert that capacity building in tourism is an important aspect of tourism destination development. A sound workforce has a way for creating an atmosphere that makes tourists want to have a repeat visit to a destination. As submitted by Lambulira *et al.*, (2022), tourism education enables tourism development through the constant supply of qualified human resources that meet the requirements and the needs of the industry, and contribute to the overall tourist experience. Casual workers may not have the aural and the swagger to cajole tourist into exploring the tourism destination. Equally, it takes educated tourism personnel to ensure that green and responsible tourism are practiced at the tourist destination. This is done in order to put the attractions at the destination and the destination itself into a reusable state. Tourism education is therefore a critical backbone for the sustainability of the tourism industry. Bashir *et al.*, (2017), back up this claim by asserting that tourism education at university level is essential for best practice in the industry. This is why higher institution of learning are now considering tourism as an academic discipline even up to post graduate level, with the aim of turning out skilled personnel that steer the wheel of the industry in order to reap the maximum benefits accruable through tourism.

The perception of the students towards tourism remains one of the key aspects of tourism education. This is on the bedrock that many of the prospective university students and some undergraduates lack the orientation about the career opportunities in tourism. On the part of the educators, that is the lecturers, their shortcoming lies in their inability to centre tourism introductory courses on the prospects and career opportunities in the course. This submission was echoed by Barrows *et al.*, (2012), who opine that practical training enables students to recognize the key components of their course of study and shapes their perception of the course. It is believed that students with positive perceptions of their career in tourism are usually more passionate in studying the course. They tend to see it as a venture that is beneficial and supports their growth (Yirbekyaa *et al.*, 2021). Another factors that also affect the degree of students' perception of tourism education is the academic level of the students (Lambulira *et al.*, 2022). This feeling also transcend into their career expectations (Barrows *et al.*, 2012). On this note, Lambulira *et al.*, (2022), document that first year students perceive tourism careers in a more positive way than higher level students and even those who have industry experience. On the contrary, Bashir *et al.*, (2017), assert that higher level students have better perception of tourism education and its career prospect than first year students or other pre-degree students. Negative perception from higher level students can generate a wider lack of interest in the course as they tend to be less enthusiastic about the course and its career prospect. Lambulira *et al.*, (2022), stress that low wages, instability, long work hours, lack of job security, lack of best practice and high labour turnover are the factors that contributed to negative perception of the higher level students and graduate students. People do not fancy a stressful and low societal status jobs; tourism is seen as part of these.



In the light of the above, Yirbekyaa, *et al.*, (2021), are of the opinion that career counselling prior to embarking on a course of study in tourism education is a crucial element in shaping the perception of the applicants and undergraduates. The ideal thing is that, this must be done in the early stage of the student enrolment and university can develop their brochures to educate prospective students about the course of studies they offer including tourism as the case may be, as many people tend to avoid selecting tourism as a course since they do not have an understanding of what it is all about like other popular courses such as medicine, law, engineering and so on. Bashiru *et al.*, (2017), on the other hand however, differ that the understanding of a course may not be full until the students is fully integrated into the university system. They however support the idea of practical approach to tourism education which can be carried out through detailed industrial exposure and field trips.

Yirbekyaa *et al.*, (2021), quip that tourism industry needs qualified and skilful workforce to thrive in the face of it being positioned as a driving tool for economic development. This makes it essential to have trained graduates who will not only learn about tourism in the university, but how it can be applied through socio-economic and environmental approaches. This implies that the university students are not limited to tourism education alone, but along the course of their studies, they are exposed to other subjects that enables them to appreciate tourism as a discipline. Through this, they become creative in their thinking about tourism and their intellectual capacity is enlarged through their exposure to innovative methods of teaching employed by the educators (lecturers). Similarly, Lambulira, *et al.*, (2022), assert that tourism lecturers are expected to be trained on the aspect of how to educate new students of tourism studies, who lack basic understanding of the course. Oyedun *et al.*, (2019), equally stress that educational institutions perform a significant function in impacting formal tourism education to the prospective tourism workforce and equally prepare undergraduate for their careers.

## **Theoretical Analysis**

### **Planned Behavior Theory (PBT)**

This theory was propounded by Ajzen (1991), and it aligns well with the focus on understanding students' perceptions and decision-making processes regarding their choice of Tourism and Hospitality Management as a course of study. The choice of this theory is justified because it explains how attitudes, subjective norms, and perceived behavioral control influence individuals' intentions and behaviors. It is particularly useful in understanding and predicting behaviors that require conscious decision-making, such as choosing a course of study.

Some of the essential components of TPB and its relevance to the study include: Attitudes Toward Behaviour, which refers to an individual's positive or negative evaluation of a particular behavior. In this context, students' attitudes toward Tourism and Hospitality Management as a field of study will play a critical role in their choice. For example, students may view the course as either valuable and prestigious or irrelevant and unpromising. The implication is that understanding students' attitudes helps in identifying whether they perceive the course as beneficial for their career goals and how their perception influences enrollment. Equally, Subjective Norms, which refers to the influence of social pressures or societal expectations on an individual's decision-making. Many students in Nigeria choose courses based on societal and familial expectations, with a preference for traditionally prestigious fields like law or medicine. The implication of this is that the study can explore how societal misconceptions and the influence of parents, teachers, and peers shape students' perceptions



of tourism education; lastly, Perceived Behavioural Control, which is described as the individual's perception of their ability to perform a behavior based on the resources and opportunities available. For example, students may feel that they lack the background knowledge (from secondary school) or career prospects to succeed in Tourism and Hospitality Management. The implication of this is the understanding of the perceived barriers that can help develop strategies to improve access to resources, career counseling, and awareness programs to encourage interest in the programme. Behavioral Intention also has an important implication as it posits that attitudes, subjective norms, and perceived behavioral control collectively influence an individual's intention to engage in a behavior. In this case, it directly relates to students' intentions to choose Tourism and Hospitality Management as a course of study.

### **The Social Cognitive Career Theory**

The Social Cognitive Career Theory was propounded by Lent *et al.* (2002), and it explores how self-efficacy and role models influence students' choices. It is considered by this study because of its relevance to how social factors determine career choice and to some extent, perception of certain courses. This theory is boosted by three closely related variables: self-efficacy beliefs, outcome expectations, and goals. Meanwhile, the framework of TPB covers examining external influences, such as secondary school education, societal norms, and career expectations, on students' decision-making; and designing interventions to address negative perceptions and enhance perceived value and accessibility of the programme. This provides the link with social cognitive career theory. This enables this study to systematically identify and analyse the factors influencing students' attitudes, social pressures, and perceived control, which in turn affect their willingness to choose Tourism and Hospitality Management as a course of study. This theoretical framework will also support actionable recommendations to promote tourism education and improve enrolment.

### **Methodology**

Mixed method was adopted for this study, in which the hybrid explanatory/confirmatory method was used. The study employs a QUAN + qual mixed design (Quantitative driven simultaneous design). While the core component is quantitative, the supplemental component is qualitative. The quantitative portion of the study was conducted using a descriptive survey research design. The population of the study for quantitative data comprised of 151 tourism and hospitality management students from Kwara State University, Malete. For the qualitative aspect of the study, 10 lecturers from the Faculty of Education were purposively selected and interviewed. For the quantitative data, no sampling was conducted because the population of the study was sizeable and manageable to cover. Therefore, the study was a census study where all the tourism students participated in the study. However, for the qualitative aspect of the study, a structured questionnaire tagged Questionnaire on Perception of Tourism Education Programme in Universities (QTEPU) designed by the researchers and duly validated was used for data collection. The reliability of the instrument was ascertained using Cronbach alpha method given the reliability coefficient of 0.85. The instrument had 16 items. The researchers and two research assistants administered 151 copies of the questionnaire, and all were retrieved making 100% return rate, which were used for the analysis. The data gathered for the study were statistically analysed using mean and standard deviation to answer the research questions.

### **Results And Discussion**



**Analysis and Presentation of Data**

Research Question 1: What is the general perception of tourism education programme?

**Table 1: Mean and standard deviation of responses on the general perception of tourism education programme**

S/N	Items	Mean	SD	Remark
1.	Tourism education is not a dumping ground for lazy students	2.73	0.80	Agreed
2.	Tourism education is not for intellectual disadvantage students	2.96	0.77	Agreed
3.	Tourism education comprises attainment of practical skills and knowledge in various sector of the economic	3.11	0.78	Agreed
4.	Tourism education leads to acquisition of economic literacy	3.32	1.02	Agreed
5.	Tourism education is a tool for economic development	2.89	0.80	Agreed
6.	It is a programme that provides enormous job opportunities as it is the largest and fastest growing industry in the world	3.22	0.75	Agreed
7.	Tourism education program is very good and can be panacea for poverty alleviation	3.01	0.72	Agreed
8.	Tourism education programme prepares students to be competent in labour force upon graduation	3.33	0.84	Agreed
<b>Grand Mean and Stand Deviation</b>		<b>3.07</b>	<b>0.81</b>	<b>Agreed</b>

Source: Field Survey 2024

Table 1 reveals a calculated grand mean of 3.07 and standard deviation of 0.81, which shows that tourism students agreed with all the items in Table 1 with mean scores ranges from 2.73 to 3.33. All the eight items have standard deviation ranges from 0.72 to 1.02. This means that the responses of the respondents are not widespread as they are close to their respective mean scores. This implies that the respondents have positive perception about tourism education programme. This was supported by a grand mean and standard deviation score of 3.07 and 0.81.

**Research Question 2:** To what extent does students’ perception of tourism education programme influence the enrolment of students into tourism programme?

**Table 2: Mean and standard deviation of responses on the extent to which tourism education programme influence the enrolment of students into tourism programme**

S/N	Items	Mean	SD	Remark
9.	I was persuaded to choose tourism education because of my academic abilities	2.70	1.06	High extent
10.	I enrolled into tourism education because of the reputation attached to the programme	2.90	0.90	High extent
11.	I choose tourism programme because of my interest in hospitality management	3.10	0.77	High extent
12.	My enrolment into tourism programme is based on career opportunities	3.17	0.67	High extent
13.	Employment opportunities influence my choice of tourism programme	3.14	0.79	High extent
14.	I did not choose tourism programme because of the societal attitude towards the programme	2.92	0.94	High extent
15.	My parental support and encouragement influenced my enrolment into tourism programme	2.85	0.93	High extent
16.	My choice of tourism programme was influence by my parental education.	2.96	0.96	High extent
<b>Grand Mean and Stand Deviation</b>		<b>2.97</b>	<b>0.88</b>	<b>High extent</b>

Source: Field Survey 2024

Table 2 reveals a calculated grand mean of 2.97 and standard deviation of 0.88, which shows that tourism students agreed with all the items in Table 2 with mean scores ranges from 2.70 to 3.17. All the eight items have standard deviation ranges from 0.67 to 1.06. This means that the responses of the respondents are not widespread as they are close to their respective mean scores. This implies that their perception of students’ perception of tourism education programme influenced their enrolment into tourism programme in universities to high extent. This was supported with a mean and standard deviation score of 2.97 and 0.88 respectively.

**Results of Oral Interview Conducted for Qualitative Data**

**Researcher:** Good morning, Sir/Ma? I want to start by thanking you for the audience to have this interview. As mentioned in our letter of request, the purpose of this interview is purely academic, and all information supplied will be treated with utmost confidentiality. The topic of the research work is “perception of tourism education in universities and the implications for educational sustainability.”

Thank you, can the interview commence?

**Respondent:** As soon as you are ready.

**Researcher:** What is your perception about tourism education?

**Respondents:** Majority of the respondents perceived Tourism education as a critical field that equips students with the knowledge and skills to thrive in the tourism industry. They believe it should go beyond mere teaching about destinations and hospitality. It should also emphasize the importance of sustainability and responsible tourism practices to ensure the long-term viability of the industry.

**Researcher:** How do you define "sustainability" within the context of tourism education?



**Respondents:** Sustainability, in the context of tourism education, refers to integrating economic, environmental, and social considerations into the curriculum. It involves teaching students about responsible tourism practices, minimizing negative impacts on local communities and the environment, and promoting sustainable development that benefits both present and future generations.

**Researcher:** In your opinion, what role does tourism education play in promoting sustainability in the broader field of education?

**Respondents:** The overall role of tourism education is to serve as a catalyst for promoting sustainability in education. When students understand the importance of sustainability within the tourism industry, they are more likely to embrace sustainable practices in other aspects of their lives. It's a way of nurturing a generation of responsible global citizens who value environmental and social stewardship.

**Researcher:** In your interactions with students, do you notice any differences in their attitudes or awareness towards sustainability compared to previous years? If yes, what do you think has influenced these changes?

**Respondents:** Yes, I've observed positive changes in students' attitudes towards sustainability in recent years. I think increased media coverage of environmental issues, such as climate change and overtourism, has raised awareness. Additionally, universities now offer more sustainability-focused courses, which have contributed to students' understanding of their role in promoting responsible tourism.

**Researcher:** Are there any specific resources or initiatives you utilize to keep yourself updated on the latest developments in sustainable tourism education?

**Respondents:** I actively participate in conferences and workshops related to sustainable tourism. Additionally, I am part of online communities and forums where educators exchange ideas and best practices. Keeping in touch with industry professionals and reading relevant research articles also helps me stay up to date with the latest developments.

**Researcher:** From your perspective, what do you believe are the long-term implications of integrating sustainability into tourism education for the broader sustainability goals of the tourism industry?

**Respondents:** Integrating sustainability into tourism education can lead to a more resilient and responsible tourism industry. As graduates enter the workforce with a deep understanding of sustainability, they can influence industry practices and advocate for more sustainable policies. This can result in reduced environmental impact, better community engagement, and ultimately contribute to the industry's long-term sustainability.

**Researcher:** Are there any areas or aspects of sustainability that you think are underrepresented or could be better emphasized in the current tourism education curriculum?

**Respondents:** I believe that cultural sustainability is sometimes overlooked in the curriculum. While environmental and economic sustainability are essential, we must also focus on preserving and celebrating local cultures and traditions. This can be achieved through cultural sensitivity training and incorporating cultural heritage aspects into the courses.

**Researcher:** In your opinion, what steps can universities take to further enhance the awareness and integration of sustainability principles into tourism education?

**Respondents:** First, universities should collaborate with industry experts and organizations to develop up-to-date and relevant sustainability-focused curriculum. Second, they can offer faculty development programs to equip educators with the knowledge and resources to effectively teach sustainability. Third, providing practical learning experiences, such as field trips to sustainable tourism destinations, can enhance students' understanding of sustainability in action.



## Discussion of Findings

The study found that students have positive perception about tourism education programme. This may be because of students' awareness about the career opportunities the programme offered and the exposure to the industry through fieldtrips. This means that practical approach to tourism education which is carried out through detailed industrial exposure and field trips contributes to the students' positive perception about tourism programme. The finding supports the earlier findings of Bashiru *et al.*, (2017), who stated that the understanding of a course may not be full until the students is fully integrated into the university system. Contrary to Lambulira *et al.*, (2022), who stress that low wages, instability, long work hours, lack of job security, lack of best practice and high labour turnover are the factors that contributed to negative perception of the higher-level students and graduate students. Tourism is seen as a stressful and low societal status jobs and people are wary of that fact.

The study also found that students' perception of tourism education programme influenced their enrolment into tourism programme in universities to high extent. This means that the students enrolled for the programme not because of the societal perception but because of the reputation attached to it, their interest in hospitality management, and the career opportunities it offered. This finding is in line with Yirbekyaa *et al.*, (2021), who believed that students with positive perceptions of their career in tourism are usually more passionate in studying the course. They tend to see it as a venture that is beneficial to the achievement of their life goals. This case is echoed by the theory hypothesized by Lent *et al.*, (2002), which emphasized that vocational and academic choices can contribute to life's expected outcome and goals.

The study further revealed that lecturers are highly aware of tourism education for sustainability in education. They believed that tourism education serves as a catalyst for promoting sustainability in education. When students understand the importance of sustainability within the tourism industry, they are more likely to embrace sustainable practices in other aspects of their lives, a way of nurturing a generation of responsible global citizens who value environmental and social stewardship. The lecturers also noted that integrating sustainability into tourism education can lead to a more resilient and responsible tourism industry. As graduates enter the workforce with a deep understanding of sustainability, they can influence industry practices and advocate for more sustainable policies which can result to better community engagement, and ultimately contribute to the industry's long-term sustainability. The finding corroborates the findings of Barrows *et al.*, (2012), who stated that the shortcoming of tourism lecturers, lies in their inability to centre tourism introductory courses on the prospects and career opportunities in the discipline. They therefore opined that practical training enables students to recognize the key components of their course of study and shapes their perception of the course.

## Conclusion

The study examined the perception of tourism education in universities and the implications for educational sustainability. This is a matter of concern, as presently, tourism is considered extremely important industry which contribute to economic development. This study shows that students have positive perception about tourism education programme and students' perception of tourism education programme influenced their enrolment into tourism programme in universities to high extent. The study therefore concludes that there is a need for tourism should go beyond simply teaching about destinations and hospitality; it should



also emphasize the importance of sustainability and responsible tourism practices to ensure the long-term viability of the industry. This is expected to change societal perception about tourism education thereby increasing the interest and enrolment in tourism programme.

### Recommendations

Based on the findings above, this, study recommends that:

1. in order to properly shape the perception of pre-degree student towards tourism as a choice of academic programme, there must a robust re-orientation of applicants through a comprehensive sensitization.
2. the current undergraduates at all levels should be encouraged to undergo career counselling sessions from time to time.
3. the lower-level student should be exposed to courses that will better equip them to be more conversant with their course of study.
4. universities must be deliberate about educational sustainability by collaborating with industry experts and stakeholder to review the curriculum and empower the faculty to fully embrace sustainable practices in education.

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## UTILIZATION OF COMPUTER-BASED EDUCATIONAL RESOURCES IN ENHANCING POSTGRADUATE BUSINESS EDUCATION STUDENTS' RESEARCH PRODUCTIVITY

<sup>1</sup>Rukayat Yetunde BOLAJOKO & <sup>2</sup>Emmanuel Tunde ILORI

<sup>1</sup> Department of Business Education  
Federal College of Education Okene, Kogi State  
08061504496  
Umuabdullah2019@gmail

<sup>2</sup>Department of Business and Entrepreneurship Education  
Kwara State University, Malete  
[Emmanuel.ilorik@kwasu.edu.ng](mailto:Emmanuel.ilorik@kwasu.edu.ng)

### Abstract

*Educational resources constitute the major strategic factor that fosters excellent academic achievement. Hence, the study investigated the utilization of computer-based educational resources in enhancing the research productivity of postgraduate business education students. The study had two specific purposes: research questions and null hypotheses. Relevant literatures were reviewed the research adopted a descriptive survey design. The primary instrument for data collection was a structured questionnaire consisting of 19 items. The instrument was pilot-tested in Ekiti State University, Ado-Ekiti. The questionnaire's reliability was confirmed through the Cronbach Alpha Reliability Test which yielded a reliability test score of 0.70. The demographic data was analyzed using frequency and percentages while the data collected for the research questions were analyzed using mean ratings and standard deviations. The null hypotheses were tested using independent samples t-test at 0.05 level of significance. The research findings indicated that utilization of word processing software in enhancing postgraduate business education students' research productivity is to a very high extent ( $\bar{x}=3.53$ ;  $SD = 0.56$ ) and the hypotheses indicated that gender did not significantly affect utilization of word processing software ( $t_{72} = 14.9$ ,  $P < 0.05$ ). Equally, utilization of web-based resources in enhancing research productivity was to a high extent. Respondents from private and state universities differs significantly regarding the extent of utilization of web-based resources in enhancing postgraduate business education students' research productivity ( $t_{72} = 12.1$ ,  $P < 0.05$ ). Therefore, the study concluded that postgraduate research in business education programme irrespective of gender and university-type can be enhanced through a proper utilization of word-processing software, web-based resources, Thus, it was recommended amongst others, that business education departments should organized a training programme for postgraduate business education students to enhance their proficiency in word processing and web-based resources ensuring that both male and female students receive gender-inclusive training.*

**Keywords:** Research productivity, Business education, Students, Computer-based, Utilization

### Introduction

Education is the bedrock for the survival, growth, and development of any society. As a concept, it has generated a lot of controversies over the years. However, its relevance to individual and societal growth shows its significance to the economic, social, political, and cultural development of human society world-wide. In Nigeria, our education policy has been changing from one system to another to meet local educational demands and international



best practices in education. Nigeria education pattern shifted from 6-3-3-4 to 9-3-4 system of education. The 9-3-4 comprises of six years of primary school categorized into lower basic (1-3) and middle basic; three years of junior secondary school (JSS 1-3) now called upper basic and three years of senior secondary school (SSS 1-3) (Federal Republic of Nigeria, FRN, 2013) and four years of tertiary education.

The quality of the education and training given to youth depends greatly on the ability of institutions to adjust their educational content to the changing skill requirements of the nation. In other words, educational institutions are expected to provide knowledge and training that satisfies the human resource demands of the nation and the nation's economy (Mayindo, 2020). This is especially true of training in strategic occupations that are rapidly with the advent of new technologies. Institutional training should aim to equip students with useful skills and to improve their knowledge and capabilities in their chosen fields. Osuala in Onojetah (2010) defined business education as a program of instruction that consists of two parts, namely, office education-a vocational program for office careers, and general business education-a program which provides the recipients with competencies and skills needed in managing personal business affairs using the services of business world. Business education is a program designed to inculcate relevant skills, knowledge, competencies, and develop an individual towards strengthening and changing his/her belief positively to be able to survive either in a business environment or educational environment (Nuhu, 2018).

In other words, business education teaches knowledge and competencies required in business. Business education is considered as the pedagogical knowledge and business competencies necessary for teaching business attitude, concept, skills, and knowledge. This could be for personal or vocational usage or career as an administrator, manager, or teacher. Business education is one of the Vocational courses taught through arithmetic in primary schools and at the Junior Secondary School I, II and III, it's also taught at the colleges of education, polytechnic and university level as stipulated by the National Policy on Education (FRN, 2016). The realization of the objectives of Business education and their ability to improve student achievement depends on a number of factors. These include the availability of equipment, tools, and materials, an adequate supply of well-qualified teachers, and the proper implementation and usage of equipment, tools, and materials (Umunadi, 2019).

According to Ademiluyi and Oyedele (2020), business education, when the term actually refers to business teacher education, refers to courses offered in the three-year colleges of education and university faculties of education which seek to impart in students, knowledge, skills and pedagogy of business. Nwabufo and Mamman (2016) also opine that business education is an important type of professional education which aims at preparing students for the future. Supporting the view, Okoli (2013) states that business education is an important part of the general education which emphasizes on skills and competency acquisition. It is obvious from the above definitions that business education is a skill-based course which educate its recipients generally for and about business.

Business education form a means of laying foundation for national, technological, economic advancement and for higher education (F.R.N., 2016) and (FRN, 2018). According to Malik (2019), it equips its recipients with personal skills, consumer skills, and knowledge



for clerical and managerial abilities needed to adapt to changing economic and business realities and these skills made them to be wealthy and job creators rather than wealth and job seekers. Business education focuses on one aspect of business and education for example, the offered within the subject of business education include accounting, office technology management advertising, economics, finance, management, and marketing.

Based on various view of scholars, business education is mostly noticed as vocational subjects. As a result, one can say, business education is the studies about business and for business activities in life. It is a study of self- reliance through which individual can stand on his or her own for daily needs. It may also refer to those economic activities in the production and purchase or sale of goods or services, with the aim of making profit.

Educational resources availability is a description of facts that educational resources are available and ready for use. The availability of educational resources in teaching and learning processes provide interesting and compelling platforms for learners, to acquire basic skills. For example, National Education Research Development Council (NERDC) identified educational resources required for Business education to include physical facilities, such as classroom that will take thirty students conveniently, laboratories/studios at least one each of the typing pool, shorthand laboratory, model office and information technology room, among others. Staff/student ratio for skill subject like shorthand, typewriting and accounting should be 1:20 and 1:30 for the other subjects, while equipment, such as typewriters-manual thirty of various make and types, Computers at the ratio of one computer to three students.

The advent of technology in teaching and learning has brought attention to utilization of computer-based educational resources. According to Schindler et al. (2017), the utilization of computers, web, applications, and cell phones is at its highest level to date and expected to persistently increase as innovation turns out to be progressively open, explicitly for users in developing countries. Zamfir (2018) mentioned that education today implies not only a singular, computational use of new technologies, but the promotion of engaged peer interactions with a shared computer activity. To buttress this fact, Mamman and Saba (2022) maintained that Information Communication Technologies (ICTs) have indeed been infused in all areas of education, especially teaching and learning. The shared dependent relationship of new advances, informative collaboration, the improvement of computer applications, the structure of computer-based undertakings, and cantered movement for students to become critical thinkers and creators of learning is the presence of the futuristic instructive model (Kimber et al. in Zamfir, 2018). This is obviously one of the reasons why institutions who are technically and technologically inclined progress and produced world class graduates.

Word processing software is a type of computer application that performs the task of document compilation, editing, formatting, and printing. Some examples are Microsoft Word, word pad and Google Docs. These are part of the most used word processing tool by teachers and students in creating their worksheets, projects, notes, hand-outs, periodical exams, and student reports. In writing instruction using word processing, it can provide users with educational benefits because it encourages text conceptualization and frees the user from mechanical concerns (Bangert- Drowns, 2013). Keyboarding is an essential skill for students to learn in this modern age. Unfortunately, many students tend to resist keyboarding classes



because memorizing the keyboard layout and practicing standard typing exercises do not interest them for extended periods of time. However, there is no escape route from acquisition of appropriate keyboarding skills bearing in mind the immense importance of the acquisition of these particular skills and as succinctly remarked by Umoru (2020) keyboarding is alive, keyboarding skills have come to stay; therefore, there is no way students could run away from keyboarding since it is part of the curriculum and it is a very crucial tool that is useful throughout a life time. However, the fact remains that the place of keyboarding skills in Business education is so vital that it can neither be neglected nor eradicated (Umoru, 2020; Ntukidem, 2012).

Web-based resources are a type of computer applications or online database that support students and teachers to explore the knowledge independently in the learning process. Some examples are Google, Wikipedia, ask and YouTube Channel. The most used web-based resources are Google, because of the information that they get back from their search. The effect of web-based learning technology demonstrates a positive connection between the utilization of learning technology and engaging students and developing learning (Chen, Guidry, & Lambert, 2014). Postgraduate students, while writing project or doing research work, makes use of google to source for academic literature and other resources needed for their study.

Educational resources play a crucial role in promoting outstanding academic performance. However, the specific content and nature of these resources are governed by the level and type of education offered. Business education aims to impart knowledge and skills related to business, enabling learners to participate in economic activities within society effectively. To accomplish this admirable goal, educational resources such as physical facilities and equipment, among other things, are crucial and expected to be accessible and efficiently utilized in the teaching and learning processes. Nevertheless, it is disconcerting to observe that most institutions in Nigeria need to catch up, particularly regarding the educational resources necessary for effective teaching and learning. Several of these institutions provide business education with few academic resources, resulting in factors such as inefficiency or a lack of seriousness or dedication among students. Upon examining the flow chart of certain institutions, it becomes evident that the limited educational resources could be more effectively utilized. This is primarily due to the lecturers' need for more efficiency in imparting practical information to the learners instead of focusing on theoretical concepts.

Consequently, this hurts the academic achievements of the students. These assertions align with the findings of the National Educational Research and Development Centre (NERDC) report from 2020, which verified that there needs to be more sufficient people and material resources in vocational business education. Similarly, according to Azih's (2021) research, students studying business education in schools need more educational resources to acquire the necessary skills and competencies. Similarly, Okoro (2020) noted that business education in Nigerian educational institutions needs more essential facilities and equipment, including laboratories, studios, word processors, Dictaphones, computer transmission units,



and more. In a study conducted by Baro et al. (2011) at Delta State University of Nigeria, 244 medical students were examined to determine their awareness of electronic resources. This study was conducted to investigate the extent to which students utilize computer-based educational resources for research productivity, among other reasons. The researcher believes these issues will continue if this study is not conducted. Many postgraduate students may choose not to pursue their professional development if they are not given access to these computer-based tools and do not effectively and efficiently incorporate them into their work.

### Research Questions

The following research questions were raised to guide the study.

1. What is the extent of utilization of word processing software in enhancing postgraduate business education students' research productivity?
2. What is the extent of utilization of web-based resources in enhancing postgraduate business education students' research productivity?

### Research Hypotheses

**H<sub>01</sub>:** There is no significant difference between the mean responses of the male and female respondents regarding the extent of utilization of word processing software in enhancing postgraduate business education students' research productivity.

**H<sub>02</sub>:** There is no significant difference between the mean responses of the respondents from the state, and private institutions regarding the extent of utilization of web-based resources in enhancing postgraduate business education students' research productivity.

### Methodology

Descriptive survey research design was adopted for this study. According to Nwachukwu and Husayn (2013), descriptive survey design is one, which involves the assessment of public opinion through the collection of detailed description to make better plans for improving phenomena. In support of this, (Umoru, 2022). The population of the study comprises 83 male and female Business Education Post Graduate Students in North-Central geo-political zone, Nigeria. Meanwhile, out of the six States in North-central zone of the country, only two universities in Kwara State are offering postgraduate degree in Business Education as at 2022/2023 academic year. The universities are Kwara State University, Malete and Alhikmah University, Ilorin.

A structured 19-item questionnaire tagged "Utilization of Computer-based Educational Resources in Enhancing Postgraduate Business Education Students' Research Productivity Questionnaire" (*UCEREPBERPQ*) designed by the researcher was used to gather data for the study. The questionnaire items were developed based on an extensive review of related literature. The questionnaire consists of two parts. Part I seeks demographic information about respondents while Part II contains 19 items used to elicit responses from the respondents and was sent electronically via Google form to respondents from Kwara State University and Al-Hikmah, while 74 out of 83 respondents from the two universities responded to the questionnaire representing 89% response rate, while the mortality rate was



11%. on the Utilization of Computer-based Educational Resources in Enhancing Postgraduate Business Education Students’ Research Productivity.

Data collected in respect to researcher questions were analyzed using mean and standard deviation. Similarly, independent samples t-test statistics were used to test the hypotheses formulated at a 0.05 significance level. An independent samples t-test was considered appropriate for this study because of its suitability while comparing two sample means from different groups.

**Result**

**Research Question 1**

What is the extent of utilization of word processing software in enhancing postgraduate business education students’ research productivity?

**Table 1: Mean and standard deviation of the respondents on the extent of utilization of word processing software by postgraduate business education students**

S/N	Item Statements	$\bar{X}$	SD	Remark
1.	Utilizing word processing for positive motivation has a beneficial impact on computer-assisted tasks. Academic writing focused on conducting research.	3.66	0.47	Very High Extent
2.	Word processing software enhances the process of producing research, making it more engaging and enjoyable.	3.24	0.76	High Extent
3.	I frequently utilize Microsoft Word for my research endeavours, as it aids me in typesetting.	3.67	0.53	Very High Extent
4.	Word processing software enables me to organize and structure my research work efficiently.	3.59	0.55	Very High Extent
5.	Utilizing word processing software enhances the quality of my research endeavours.	3.41	0.50	High Extent
6.	Word processing software facilitates collaborative research endeavours with co-authors and collaborators.	3.62	0.54	Very High Extent
7.	Including tools such as track changes and comments in word processing software improves the process of reviewing and revising documents.	3.36	0.51	High Extent
8.	The utilization of word processing software has enhanced the caliber of my reports.	3.65	0.51	Very High Extent
9.	Word processing software has dramatically improved my capacity to meet research deadlines.	3.55	0.58	Very High Extent
10.	I possess a comprehensive understanding of and proficiently utilize complex word-processing software functionalities to manage research references.	3.59	0.66	Very High Extent
<b>Grand Weighted Mean</b>		<b>3.53</b>	<b>0.56</b>	<b>Very High Extent</b>

Source, Field Survey, 2024



Table 1 shows that postgraduate business education students strongly believe that using word processing software greatly improves research productivity. They indicated word-processing software significantly benefits computer-assisted research writing (mean = 3.66). Similarly, the participants evaluated word processing software as significantly enhancing the enjoyment of research-creation, with a mean rating of 3.24. Similarly, participants evaluated the frequent utilization of Microsoft Word for research work, which aids in typesetting. Word processing software greatly improves the organization and structuring of research work, with mean scores of 3.67 and 3.59, respectively. Similarly, word-processing software significantly enhances the results of their study activities to a considerable degree (mean = 3.41). The data from the Table indicates that respondents highly regarded word processing software as a valuable instrument for collaborative research with co-authors and colleagues, with a mean rating of 3.62. Including tools such as track changes and comments in word processing software greatly improves the process of reviewing and revising (mean = 3.36). Similarly, the participants expressed a high level of agreement that using word processing software has enhanced the quality of their reports and has had a favorable effect on their capacity to meet research deadlines (mean = 3.65 and 3.55). The data from the Table indicates a significant usage of advanced capabilities in word processing software specifically related to research references. The mean value is 3.59. The items have low standard deviations, ranging from 0.47 to 0.66, suggesting that the responses are not very varied. Word processing software significantly enhances the research productivity of postgraduate business education students, as indicated by a high grand weighted mean and standard deviation (mean = 3.53; SD = 0.56).

**Table 2: Mean and standard deviation of the respondents on the extent of utilization of web-based resources in enhancing postgraduate business education students**

S/N	Items statement	Mean	SD	Remarks
11.	Access to Academic Databases like PubMed enhances fast production of research work.	3.55	0.74	Very High Extent
12.	Online Journals and Research Paper improves the quality of research work.	3.47	0.73	High Extent
13.	Research Collaboration Platforms like ResearchGate ease research production.	3.58	0.62	Very High Extent
14.	Research Collaboration Platforms like Academia.edu improves research production/	3.51	0.58	Very High Extent
15.	Web-based Learning and Educational Resources like online courses assists a lot in writing quality research.	3.51	0.65	Very High Extent
16.	Web-based resource enhances access to relevant research information.	2.74	0.95	High Extent
17.	Online Data Repositories like GitHub is useful for research work.	2.81	0.82	High Extent
18.	e- resources is adequate for Postgraduate students academic and research purposes.	2.83	0.92	High Extent
19.	web-based resources enhance postgraduate students research productivity.	2.91	0.92	High Extent
	<b>Grand Weighted Mean</b>	<b>3.21</b>	<b>0.77</b>	<b>High Extent</b>

Source, Field Survey, 2023

Table 7 reveals the mean ratings of the respondents on the extent to which utilization of web-based resources enhances postgraduate business education students ‘research productivity. The table reveals that access to academic databases like PubMed enhances fast production of research work is to a very extent (mean = 3.55). Equally, the respondents rated the utilization of online Journals and Research Paper improves the quality of research work to high extent (mean = 3.47). while Research Collaboration Platforms like ResearchGate ease research production and Research Collaboration Platforms like Academia.edu improves research production are utilize to a very high extent (mean = 5.58 and 3.51) respectively. The analysis in the Table 4 reveals further that; Web-based Learning and Educational Resources like online courses assists a lot in writing quality research to a very high extent (mean = 3.51). Similarly, the respondents rated the utilization of social media like Twitter as a good for Research Networking and Online Data Repositories like GitHub is useful for research work to a high extent (mean = 2.74 and 2.81) respectively. Also, e- resources is adequate for Postgraduate students academic and research purposes and web-based resources enhance



postgraduate students research productivity to a high extent (mean = 2.83 and 2.91). The standard deviations of the items are low ranging from 0.58 to 0.93 indicating that their responses are not too widespread. In summary, the utilization of web-based resources enhances postgraduate business education students ‘research productivity to a high extent with grand weighted mean and standard deviation of ( $\bar{x}$  =3.21; SD = 0.77).

**Testing of Hypotheses**

**H<sub>01</sub>:** There is no significant difference between the mean responses of the male and female respondents regarding the extent of utilization of word processing software in enhancing postgraduate business education students’ research productivity.

**Table 3: Summary of t-test of the difference between the mean responses of male and female respondents**

Group	N	Mean	SD	t-cal	Df	p-value	Decision
Male	44	3.90	0.14				
				14.9	72	0.001	Rejected
Female	30	3.00	0.31				

Source: Field survey, 2024

*P* < 0.05

Table 3 reveals 44 male and 30 female postgraduate students from private and public universities in Kwara state. The data from the Table indicates that using word processing software significantly improves the research productivity of postgraduate business education students. This is supported by a high grand weighted mean of 3.53 and a standard deviation 0.56. Their replies closely approximate the mean, as the standard deviation is low. The Table indicates a notable disparity in the average replies of male and female participants about the degree to which word processing software is used to improve the research productivity of postgraduate business education students ( $t_{72} = 14.9, P < 0.05$ ). Thus, the null hypothesis was rejected, which states that there is no significant difference between the mean responses of male and female respondents regarding the utilization of word processing software in boosting postgraduate business education students' research productivity. These findings suggest significant differences between male and female postgraduate students' responses to using word processing software to improve research efficiency in postgraduate business education.

**H<sub>02</sub>:** There is no significant difference between the mean responses of the respondents from the state, and private institutions regarding the extent of utilization of web-based resources in enhancing postgraduate business education students’ research productivity.

**Table 4: Summary of t-test of the difference between the mean responses of the respondents from the state and private**

Group	N	Mean	SD	t-cal	Df	p-value	Decision
State University	56	3.54	0.43				
				12.1	72	0.001	Rejected
Private University	18	2.20	0.41				

Source: Field survey, 2024

*P* < 0.05



Table 4 shows a combined total of 44 male and 30 female participants from the selected universities in Kwara state. The data from the Table indicates that spreadsheet software has a substantial positive impact on the research productivity of postgraduate business education students. The grand weighted mean of 3.14 and the standard deviation of 0.72 reflect this. Their responses closely resemble the average, as the variability is minimal. The Table shows a significant difference in the average responses of male and female participants about the extent to which presentation software is utilized to enhance the research productivity of postgraduate business education students ( $t_{72} = 14.32, P < 0.05$ ). The null hypothesis was refuted, which posits that there is no substantial disparity between the average responses of male and female participants regarding the extent to which they utilize presentation software to enhance the research productivity of postgraduate business education students. The findings indicate notable disparities between male and female respondents in their responses about how much presentation software is utilized to augment the research productivity of postgraduate business education students.

### **Discussion of Findings**

The study assessed the efficacy of computer-based instructional resources in enhancing the research output of postgraduate students in business education. The study assesses the utilization of two fundamental components of computer-based instructional resources: word-processing software, web-based resources, presentation software, and spreadsheet software. The study's results, as demonstrated in Table 1, suggest that using word processing software dramatically improves the research output of postgraduate business education students. Utilizing word processing software enhances the productivity of postgraduate business education students when preparing their postgraduate thesis or dissertation.

The results for research question two, which aimed to establish the extent to which utilization of web-based resources enhances postgraduate business education students' research productivity, are displayed in Table 2. The findings suggest that using online resources significantly improves the research efficiency of these graduate students in business education can enhance their writing productivity for their theses or dissertations by utilizing online resources such as Google, Wikipedia, Ask, and YouTube to access a wide range of literary materials. This discovery is consistent with the study conducted by Chen, Guidry, and Lambert (2014), which indicated that the use of internet-based educational technology positively affected student involvement and academic achievements. In addition, the finding that utilizing online resources significantly enhances the research efficiency of postgraduate business education students offers more confirmation. Bhatt (2013) argues that digital resources such as web-based databases, presentation software, spreadsheets, Online Public Access Catalogues (OPACs), electronic journals, electronic books, and digitized materials are gradually replacing printed media because they provide up-to-date and timely information.

Equally, the result from the test of null hypothesis in Table 19 indicated a significant difference in the mean responses of the respondents from state university and respondents from private university regarding the extent of utilization of web-based resources in enhancing postgraduate business education students' research productivity. This implied that postgraduate students of both private and state owned expressed a divergent view regarding the extent to which utilization of web-based resources enhances their research productivity.



Extent of utilization of presentation software in enhancing postgraduate business education students' research productivity.

### Conclusion

Based on the findings of this study, which revealed a high extent of the utilization of computer-based educational resources in enhancing postgraduate business education students' research productivity. It was concluded that postgraduate students of business education are gradually developing a full appreciation of computer-based educational resources as a genuine tool for enhancing their researcher productivity.

This implied that postgraduate research in business education programme irrespective of gender and university-type differences can only be enhanced through a proper utilization of word-processing software and web-based resources.

### Recommendations

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

1. Business Education departments should organize training programmes for postgraduate business education students to enhance their proficiency in word processing while, ensuring that both male and female students receive gender-inclusive training.
2. Universities should develop specific strategies tailored towards effective utilization of web-based resources based on whether students are from state or private universities, recognizing and addressing specific needs and challenges unique to each university type.

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## INFLUENCE OF BUSINESS EDUCATION LABORATORY ON SKILL ACQUISITION OF BUSINESS EDUCATION STUDENTS IN UNIVERSITIES IN KWARA STATE

<sup>1</sup>Emmanuel Tunde Ilori & <sup>2</sup>Joshua Sule Mamman PhD

Department of Business and Entrepreneurship Education

Kwara State University, Malete

<sup>1</sup>[Emmanuel.ilori@kwasu.edu.ng](mailto:Emmanuel.ilori@kwasu.edu.ng)

<sup>2</sup>[Joshua.mamman@kwasu.edu.ng](mailto:Joshua.mamman@kwasu.edu.ng)

<https://orcid.org/0000-0003-3872-2247>

### Abstract

*This study was conducted to examine the influence of business education laboratories on skills acquisition of business education students in universities in Kwara state. The study adopted a descriptive research survey design. The population of the study consisted of 609 students of the business education department in Kwara State University, Alhikmah University, and the University of Ilorin, out of which a sample 350 respondents were selected from the total population using Taro Yamane formula for finite population. The instrument for data collection was a questionnaire designed by the researcher tagged; IBELSALMQ. The validation of the instrument was done by two lecturers from the Department of Business and Entrepreneurship Education of Kwara State University, Malete. Cronbach alpha method was used to establish the reliability of the instrument of 0.81. The data collected from the study were statistically analyzed using frequencies and percentages for demographic data of the respondents, research questions were answered using mean and standard deviation while null hypotheses of the study were tested using Independent Samples t-test and tested at 0.05 level of significance. The study found that Business Education laboratories influence the acquisition of accounting skills by business education students in universities to a very high extent (Grand Mean = 3.56; SD =0.62) also there was a significant difference in the mean ratings of male and female respondents regarding the extent of the influence of business education laboratory on financial accounting skills acquisition by business education students in universities ( $t_{348} = 1.798, P < 0.05$ ). Based on the findings of the study it was concluded that business education laboratory significantly improves the acquisition of financial accounting, marketing, and office technology abilities among business education students in Nigerian institutions. It was recommended among other; that universities should equip business education laboratories with modern tools and technologies to enhance hands-on skill acquisition.*

**Keywords:** Business Education, Laboratory, Skills Acquisition, Learning Motivation

### Introduction

Business education prepares students for the workplace with less stress. Universities in Nigeria provide extensive vocational instruction to prepare students for diverse careers. According to Umoru (2015) Business education as an academic curriculum that teaches students values, information, business skills, and technical skills needed in the workplace and for educating other business students. Inalegwu (2016) described Business Education as a curriculum that educates students about business occupations and how to manage their business intelligently as consumers and citizens in a business environment. A conglomeration of courses, business education focuses on acquiring, developing, and instilling principles for individual and societal survival. Business Education benefits instructors. Business Education graduates from any institution or department assist the nation to thrive and achieve the program's goal.



Similarly, Federal Republic of Nigeria (2014) as quoted by Oladunjoye (2016) viewed Business Education Programmes in tertiary education curricular and its objectives, as enunciated in the handbook of various departments of Business Education include: to produce efficient and effective management, secretarial, accounting and marketing managers, to produce lecturers who will handle business and related courses in our universities and colleges, to propagate the development of the business thought and philosophy in business and management, to prepare people for self-employment in situations where there is no available paid employment, to develop in the students requisite skills and expertise in managements of both private and public enterprise and arm them with the analytical ability needed to meet the growing challenges of present and future Nigerian and International environment and to prepare and equip those who pass through the programme to be able to establish and run their own private business ventures as self-employed citizens of the society.

Modern technology necessitates modern and suitable facilities in Business Education labs, and achieving these aims depends on good laboratory facilities management to improve business educator performance, particularly in tertiary institutions. Business education labs provide resources, equipment, and machinery for testing, designing, imagining, and studying. These facilities include computer lab, typing pool, and shorthand lab with computers, projectors, typewriters, dictation machines, duplicating machines, photocopiers, shredding machines, demonstration stands, stopwatches, staple removers, perforators, file cabinets, scanning machines, and others being used for teaching by professional business educators. Business instructors require good laboratory facility abilities to work well. A decent lab must include all required electronic capabilities for business education students to learn practically. Most business education laboratories have computers, typewriters, and other electronic facilities for effective teaching and learning. They also serve as preparatory centers to improve students' skills and motivate them to use these facilities and learn necessary skills.

The Office Technology and Management program teaches information, skills, office ethics, and competencies required to equip students for specialized business and office occupations. These abilities include message handling, document management, and record management. Entrepreneurship competencies are business abilities that help entrepreneurs succeed in a volatile business climate. Human relations, time management, independence, creativity, innovativeness, persistence and perseverance, technical, business management, personal entrepreneurial, innovative, and self-motivation skills are included (Adeyemi, 2019). According to Nwabuona (2018), the OTM program solves organizational challenges by utilizing office information technological skills and applicable business knowledge. He said hybrid administrative professionals are needed for a dynamic, computerized workplace. Office Technology and Management teaches job-relevant skills. OTM aims to improve participants' skills, abilities, understanding, attitudes, work habits, and awareness of the broad knowledge and information required to begin and advance in employment. It is part of business and technical education.

Marketing, owing to globalization, has relieved manufacturers/producers, marketers, and consumers. Producers and consumers may meet in minutes to suit their needs. The factory can provide raw materials of various sizes, shapes, and colours to the manufacturer at any moment. Consumers may also avoid marketing and choose their own. Nowadays, marketing delivers products and services to customers' doorsteps. Marketing involves planning, pricing, promoting, and distributing ideas, commodities, and services to meet individual and organizational objectives.

According to Aina (2015), accounting skills require controlling financial flow, proving that cash is king. Cash is fundamental to many companies, particularly fledgling ones; it fuels



their engines. Balance sheets show a company's financial condition at a given period. It lets company prospects rapidly know what resources were funded. Accounting helps business students find profitability. It indicates how much money remains after costs. To build their firm ethically and effectively, entrepreneurs must be able to foresee future income, operational costs, resources needed, and profits. Bale (2019) states that learner motivation addresses aspects of learning engagement. The teacher or instructional designer might see it as either strengthening intrinsic motivation or offering extrinsic motivators to energize student participation. The learner's internal and external stimuli create motivation. Motivation is critical to learning. Motivation is so crucial that behaviorism and social learning theory describe learning as motivation. Business education labs motivate students by teaching them skills. This piqued the researcher's interest in studying how business education labs affect Nigerian students' skills development and learning motivation.

### **Statement of the Problem**

Business Education aims to equip graduates with the necessary skills, knowledge, and experience to navigate the professional world and excel in business. This can be achieved by employing competent and experienced instructors, utilizing appropriate teaching and learning resources, implementing effective teaching strategies, establishing well-equipped practical laboratories, and designing a curriculum that emphasizes skill development. However, it has been observed that business education students often lack adequate preparation in essential skills, which may be attributed to insufficient skill development during their studies. As a result, a significant number of business education graduates are expected to contribute meaningfully to the economic development of society's struggle with unemployment. Meanwhile, those who do secure jobs are often found to be ineffective and inefficient in carrying out their responsibilities, which ultimately hinders their career growth. Many scholars have examined the root causes of this issue and have identified inadequate learning resources and low student motivation as major contributing factors. Despite efforts by the federal and state governments, as well as Non-Governmental Organizations (NGOs), to address problems such as hiring skilled personnel, providing essential resources and facilities, and improving the curriculum business education graduates continue to lack these fundamental skills. However, ensuring the availability of well-equipped laboratories and fostering student motivation could have a significant impact on skill development and learning outcomes. Consequently, this study seeks to investigate the influence of business education laboratories on skill acquisition among business education students in Universities in Kwara State.

### **Research Questions**

1. What is the extent of the influence of business education laboratories on the financial accounting skills acquisition of business education students in universities?
2. What is the extent of the influence of business education laboratories on marketing skills acquisition of business education students in universities?
3. What is the extent of the influence of business education laboratories in office technology and management skills acquisition of business education students in universities?

### **Research Hypotheses**

The following null hypotheses were formulated to guide the study and tested at 0.05 level of significance.



**H<sub>0</sub>1:** There is no significant difference between male and female respondents regarding the extent of the influence of business education laboratory on financial accounting skills acquisition and learning motivation of business education students in universities

**H<sub>0</sub>2:** There is no significant difference between male and female respondents regarding the extent of the influence of business education laboratories on marketing skills acquisition and learning motivation of business education students in universities

**H<sub>0</sub>3:** There is no significant difference between male and female respondents regarding the extent of the influence of business education laboratories on office technology skills and acquisition and learning motivation of business education students in the universities

### **Methodology**

The study adopted a descriptive survey approach, chosen for its effectiveness in gathering essential information such as facts, beliefs, views, demographic data, attitudes, motivations, and behaviors from respondents who provided answers to the research instrument (Osinbajo et al., 2014). The population consisted of 690 business education students from Kwara State University, Malete, the University of Ilorin, and Al-Hikmah University, specifically those in their 300 and 400 levels. These students were selected due to their extensive familiarity with the business education program, having completed three to four years of coursework, which indicates substantial exposure to the subject matter. A sample size of 350 respondents was determined using the Taro Yamane formula for finite populations. A proportionate sampling technique was then applied to select respondents from the three universities. Data was collected using a researcher-designed questionnaire titled "Influence of Business Education Laboratory on Skills Acquisition and Learning Motivation of Business Education Students in Universities in Kwara State (QIBELSALM)." The instrument underwent face and content validation by two experts from the Department of Business and Entrepreneurship Education to ensure it accurately measured its intended constructs. Constructive feedback and recommendations from the experts were incorporated to refine and enhance the final version of the instrument. To assess the internal consistency of the questionnaire items, a pilot test was conducted at Ekiti State University, Ado-Ekiti, involving 30 final-year business education students. The reliability of the instrument was determined using the Cronbach's alpha reliability test, which yielded a coefficient of 0.75, indicating an acceptable level of internal consistency. The demographic data of respondents were analyzed using frequency and percentage, while mean and standard deviation were used to answer the research questions. Similarly, the three null hypotheses were tested using an independent sample t-test at a 0.05 level of significance. The decision rule for the research questions was as follows: Strongly Agree (SA) = 3.25–4.00, Agree (A) = 2.50–3.24, Disagree (D) = 1.75–2.49, and Strongly Disagree (SD) = 1.00–1.74. For hypothesis testing, the null hypothesis was rejected when the observed p-value was less than the fixed significance level of 0.05. Conversely, when the observed p-value was greater than or equal to 0.05, the null hypothesis was not rejected.

## **Results**

### **Research Question One**

What is the extent of the influence of business education laboratories on the financial skills acquisition of business education students in universities?



**Table 1: Mean responses of respondents on the extent of the influence of business education laboratories on the financial accounting skills acquisition of business education students in universities**

S/N	Item Statement	Mean	SD	Remarks
1.	Business education laboratory influences budgeting skills acquisition	3.51	0.56	Very High Extent
2.	Business education laboratory has an influence on financial management skills acquisition	3.57	0.65	Very High Extent
3.	Business education laboratory influences bookkeeping skills acquisition	3.65	0.67	Very High Extent
4.	Business education laboratory influences forecasting skills acquisition	3.54	0.59	Very High Extent
5.	Business education laboratory influences data analysis skills acquisition	3.58	0.55	Very High Extent
6.	Business education laboratory influences cash flow management skills acquisition	3.50	0.68	Very High Extent
<b>Grand Weighted Mean</b>		3.56	0.62	Very High Extent

Source; Field survey, 2024

Table 1 reveals the mean responses of the respondents regarding the extent of the influence of business education laboratories on the financial skills acquisition by business education students in universities. The respondents agreed to all the item statements in Table 1 with a mean ranging from (3.50 to 3.65) The standard deviations of the items are low from 0.55 to 0.68 indicating that their responses are not too widespread. More specifically, the analysis revealed that respondents rated the extent of the influence of business education laboratories on the acquisition of accounting skills by business education students in universities to a very high extent (Grand Mean = 3.56; SD =0.62).

**Question Two:** What is the influence of business education laboratories on the marketing skills acquisition of business education students in universities?

**Table 2: Mean responses of respondents on the extent of the influence of business education laboratories on the marketing skills acquisition of business education students in universities**

S/N	Items Statement	Mean	SD	Remarks
7.	Business education laboratory influences search engine optimization skills acquisition	3.52	0.65	Very High Extent
8.	Business education laboratory influences online marketing skills acquisition	3.61	0.62	Very High Extent
9.	Business education laboratory influences social media marketing skills acquisition	3.55	0.67	Very High Extent
10.	Business education laboratory has an influence on email marketing skills acquisition	3.57	0.58	Very High Extent
11.	Business education laboratory influences data marketing communication skills acquisition	3.59	0.66	Very High Extent
12.	Business education laboratory influences cash project management skills acquisition	3.61	0.61	Very High Extent
<b>Grand Weighted Mean</b>		3.58	0.63	Very High Extent

**Source; Field survey, 2024**

Table 2 reveals the mean responses of the respondents regarding the extent of the influence of business education laboratories on the marketing skills acquisition by business education students in universities. The respondents agreed to all the item statements in Table 2 with mean ranging from (3.52 to 3.61) The standard deviations of the items are low from 0.58 to 0.67 indicating that their responses are not too widespread. More specifically, the analysis revealed that respondents rated the extent of the influence of business education laboratories on the acquisition of marketing skills by business education students in universities to a very high extent (Grand Mean = 3.58; SD =0.63).

**Question Three:** What is the extent of the influence of business education laboratories in office technology skills acquisition by business education students in universities?

**Table 3: Mean responses of respondents on the influence of business education laboratories in office technology skills acquisition of business education students in universities**

S/N	Items Statement	Mean	SD	Remarks
13.	Business education laboratory has an influence on emailing skills acquisition	3.45	0.56	Agreed
14.	Business education laboratory influences presentation skills acquisition	3.55	0.66	Strongly Agreed
15.	Business education laboratory influences office management skills acquisition	3.61	0.67	Strongly Agreed
16.	Business education laboratory influences human management skills acquisition	3.54	0.56	Strongly Agreed
17.	Business education laboratory influences the decision. Making skills acquisition	3.51	0.62	Strongly Agreed
18.	Business education laboratory influences planning skills acquisition	3.53	0.60	Strongly Agreed
19.	Business education laboratory influences resource management skills acquisition	3.54	0.59	Strongly Agreed
20.	Business education laboratory influences computing skills acquisition	3.50	0.61	Strongly Agreed
<b>Grand Weighted Mean</b>		3.53	0.61	Strongly Agreed

**Source; Field survey, 2024**

Table 3 reveals the mean responses of the respondents regarding the extent of the influence of business education laboratories on office technology skills acquisition by business education students in universities. The respondents agreed with all the item statements in Table 3 with a mean ranging from (3.45 to 3.54) The standard deviations of the items are low from 0.57 to 0.67 indicating that their responses are not too widespread. More specifically, the analysis revealed that respondents rated the extent of the influence of business education laboratories on the acquisition of office technology skills by business education students in universities to a very high extent (Grand Mean = 3.53; SD =0.61).

### **Testing of the Null Hypotheses.**

Result of the null hypotheses tested at 0.05 level of significant.

in Tables to 7-9

**H<sub>01</sub>:** There is no significant difference in the mean ratings of male and female respondents regarding the extent of the influence of business education laboratory on financial accounting skills acquisition by business education students in universities

**Table 4: Independent Sample t-test analysis of the mean ratings of male and female respondents regarding the extent of the influence of business education laboratory on financial accounting skills acquisition**

Group Institution	N	Mean	SD	t-cal	DF	P-value	Decision
Male	147	3.32	0.27	1.798	348	0.043	<b>H<sub>0</sub>2 Rejected</b>
Female	203	3.35	0.25				

*Source: Field Survey, 2024*

The data in Table 4 reveals that there are 147 male and 203 female business education students. The analysis of data revealed that respondents rated the extent of the influence of business education laboratories on the acquisition of accounting skills by business education students in universities to a very high extent (Grand Mean = 3.56; SD =0.62). Their responses are close to the mean as the standard deviations are very low. The Table reveals that there was a significant difference in the mean ratings of male and female respondents regarding the extent of the influence of business education laboratory on financial accounting skills acquisition by business education students in universities ( $t_{348} = 1.798, P < 0.05$ ). Therefore, the null hypothesis that states that there is no significant difference in the mean ratings of male and female respondents regarding the extent of the influence of business education laboratory on financial accounting skills acquisition by business education students in universities was rejected. This implies that business education students both male and female differ in their responses regarding the extent of the influence of business education laboratory on financial accounting skills acquisition by business education students in universities

**H<sub>0</sub>2:** There is no significant difference in the mean ratings of male and female respondents regarding the extent of the influence of business education laboratory on marketing skills acquisition by business education students in universities

**Table 5: Independent Sample t-test analysis of the mean ratings of male and female respondents regarding the extent of the influence of business education laboratory on marketing skills acquisition by business education students in universities.**

Group Institution	N	Mean	SD	t-cal	DF	P-value	Decision
Male	147	3.41	0.22	1.521	348	0.003	<b>H<sub>0</sub>2 Rejected</b>
Female	203	3.52	0.29				

*Source: Field Survey, 2024*

The data in table 5 reveals that there are 147 male and 203 female business education students. The analysis of data revealed that respondents rated the extent of the influence of business education laboratories on the acquisition of marketing skills by business education students in universities to a very high extent (Grand Mean = 3.58; SD =0.63).

Their responses are close to the mean as the standard deviations are very low. The Table reveals that there was a significant difference between the mean response of male and female respondents regarding the extent of the influence of business education laboratory on marketing skills acquisition by business education students in universities ( $t_{348} = 1.521, P <$



0.05). Therefore, the null hypothesis that states that there is no significant difference in the mean responses of male and female respondents regarding the extent of the influence of business education laboratories on marketing skills acquisition by business education students in universities was rejected. This implies that business education students both male and female differ in their responses regarding the extent of the influence of business education laboratory on marketing skills acquisition by business education students in universities.

**H<sub>02</sub>:** There is no significant difference in the mean ratings of male and female respondents regarding the extent of the influence of business education laboratory on office technology skills and acquisition by business education students in the universities.

**Table 6: Independent Sample t-test analysis of the mean rating of male and female business education students regarding extent of the influence of business education laboratory on office technology skills**

Group	N	Mean	SD	t-cal	DF	P-value	Decision
Institution							
Male	147	3.25	0.52				
				0.564	348	0.042	<b>H<sub>03</sub></b>
Female	203	3.52	0.59				<b>Rejected</b>
<i>Source: Field Survey 2024</i>							<b>P &lt; 0.005</b>

The data in table 6 reveals that there are 147 male and 203 female business education students. The analysis of data revealed that respondents rated the extent of the influence of business education laboratories on the acquisition of office technology skills by business education students in universities to a very high extent (Grand Mean = 3.53; SD =0.61). Their responses are close to the mean as the standard deviations are very low. The Table reveals that there was a significant difference in the mean response of male and female respondents regarding the extent of the influence of business education laboratory on office technology and management skills and acquisition and learning motivation by business education students in the universities ( $t_{348} = 0.564, P < 0.05$ ). Therefore, the null hypothesis that states that there is no significant difference in in the mean ratings of male and female respondents regarding the extent of the influence of business education laboratory on office technology and management skills acquisition and learning motivation by business education students in the universities was rejected. This implies that business education students both male and female differ in their responses regarding the extent of the influence of business education laboratories on office technology and management skills and acquisition by business education students in the universities.

**Discussion**

Business education laboratories play a crucial role in shaping the practical skills of business education students in universities. The findings of this study revealed that these laboratories significantly influence the acquisition of accounting, marketing, and office technology skills, as evidenced by the high mean ratings across all skill areas. Specifically, respondents rated the impact of business education laboratories on accounting skills acquisition to a very high extent (Grand Mean = 3.56; SD = 0.62). This is not surprising, as accounting requires hands-on experience with bookkeeping, financial reporting, and computerized accounting systems. Business education laboratories provide students with the opportunity to apply theoretical knowledge in a simulated business environment, making



learning more practical and effective. The study also found a significant difference in the mean ratings of male and female respondents regarding this influence ( $t_{348} = 1.798$ ,  $P < 0.05$ ), suggesting that gender differences may exist in students' perception of laboratory effectiveness, possibly due to variations in prior exposure or learning preferences. This aligns with Okoli and Igwe (2021), who found that students who receive laboratory-based accounting training demonstrate superior proficiency in financial analysis compared to those who rely solely on theoretical instruction. Similarly, the study showed that business education laboratories significantly impact the acquisition of marketing skills, with respondents rating the influence at a very high extent (Grand Mean = 3.58; SD = 0.63). Marketing requires both conceptual understanding and practical application, and business education laboratories provide students with opportunities to engage in market simulations, analyze consumer behavior, and develop advertising strategies. The significant difference between male and female respondents' mean ratings ( $t_{348} = 1.521$ ,  $P < 0.05$ ) may be attributed to differences in familiarity with digital marketing tools or variations in confidence levels in using marketing technologies. This finding is supported by Uche and Nwafor (2019), who emphasized that business education laboratories serve as effective platforms for marketing skill development, particularly in areas like brand management and promotional strategy. In addition, the study found that business education laboratories play a vital role in office technology skills acquisition, as indicated by the high mean rating (Grand Mean = 3.53; SD = 0.61). Given that office technology skills—such as word processing, spreadsheet management, and office automation—are practical in nature, it is expected that business education laboratories provide the ideal environment for students to gain proficiency. The significant difference in the mean responses of male and female students ( $t_{348} = 0.564$ ,  $P < 0.05$ ) may stem from variations in technological exposure or confidence levels in using office automation tools. Supporting this, Chukwu and Ezeugo (2020) reported that students who undergo office technology training in laboratory settings exhibit higher competency levels in administrative tasks compared to those with limited exposure. Overall, these findings highlight the importance of business education laboratories in skill acquisition, emphasizing the need for universities to ensure these facilities are well-equipped to maximize their impact. The observed gender differences suggest the need for further research into how students of different backgrounds engage with laboratory-based learning. As previous studies have confirmed, practical exposure in well-equipped business education laboratories significantly enhances students' competencies, making them better prepared for real-world business environments.

### Conclusion

This study clearly shows that business education laboratory significantly improves the acquisition of financial accounting, marketing, and office technology abilities among business education students in Nigerian institutions. Moreover, the results indicate significant disparities between male and female students in their perception of the influence of these labs, indicating the need for gender-responsive strategies in educational environments.

The study concludes that the hands-on experience these laboratories offer enhances comprehension of theoretical topics and students' drive to study, successfully equipping them for the requirements of the contemporary workforce.



## Recommendations

1. Universities should equip business education laboratories with modern tools and technologies to enhance hands-on skill acquisition.
2. Educators should adopt gender-inclusive teaching strategies to address differences in students' perceptions and engagement with laboratory-based learning.
3. Further research should be conducted to explore the impact of prior exposure and learning preferences on students' utilization of business education laboratories.

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