

UTILIZATION OF INSTRUCTIONAL RESOURCES FOR TEACHING SELF-EMPLOYMENT SKILL ACQUISITION BY BUSINESS EDUCATION STUDENTS IN TERTIARY INSTITUTIONS

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Abstract

The study assessed the utilization of instructional resources in teaching acquisition of self-employment skills in Kwara State tertiary institutions. One research question and two hypotheses guided the study. Descriptive survey design was used for the study. A population of 50 business education lecturers from two Universities and three Colleges of Education was obtained and used as the sample size because the number was manageable. A researcher-designed questionnaire (16 items) was used as instrument, duly validated by three experts in the Department of Business and Entrepreneurship Education, Kwara State University, Malete. A reliability coefficient of 0.75 was obtained using Cronbach's Alpha reliability method to determine the instrument's internal consistency for data collection. Mean and standard deviation was used to answer the one research question while independent t-test and linear regression statistics were used to test the two null-hypotheses at significance level of 0.05. Findings showed that lecturers' utilization of instructional resources in teaching acquisition of self-employment skills were low (mean=2.34, SD=0.89). The test result of null-hypothesis one of no significant difference between the mean responses of universities and colleges of education lecturers on the extent of lecturers' utilization of instructional resources was not rejected (0.786, $P>0.05$). Likewise, hypothesis two of lecturers' utilization of instructional resources has no significant influence on the students' acquisition of self-employment skills was not rejected also ($B=0.17$; $t_{(331)} = 1.50$, $P=0.141$). Based on the findings, it was concluded that, it might be difficult for business education students to acquire self-employment skills that can avail them of starting a business after graduation because of the low extent of lecturers' utilization of instructional resources in teaching self-employment skills. Therefore, it was recommended among others that lecturers should engage in adequate training in the use of instructional resources and create interest in using them in teaching, in order to equip the students with skills to accomplish their dream and aspiration as future self-employed and employers of labour.

Introduction

The more a country produces self-employed citizens among the youths, the better are the chances for improving economic growth, curbing the increasing rate of unemployment and the hardship associated with it. According to Undiyyaundayem (2015), one of the ways to address the challenge of unemployment would be for the tertiary institutions to be involved in teaching and learning acquisition of self-employment skills. According to Federal Republic of Nigeria (2012), tertiary institutions are mandated to produce skilled human resources necessary to function effectively in society by imparting requisite skills; knowledge and attitude that can enable students realize their potentials. Thus, Federal Government of Nigeria through the National Universities Commission (NUC), made entrepreneurship education a compulsory course for all undergraduate students in Nigerian universities. The objective for this is to make university education functional, practical and relevant (Akinboade, 2014) with the aim of inculcating entrepreneurial spirit in students, opined it would help in curbing the increasing rate of graduate unemployment. This is expected to be the objective of the business education programme as well. In addition, it was also declared by FRN (2014) that, the primary goal of



business education is to produce competent, skillful and dynamic business teachers, business-oriented people that can compete in the world of work, become self-employed and employers of labour. Bakare (2015) mentioned that business education is paramount to both personal and economic development by means of inculcating skills on the recipients for job creation and self-employment in any society. This means that business education is a vital component of vocational education in tertiary institutions that is responsible for training learners to acquire skills that will make them fit into the world of work either as employees or as employers. Policies Commission for Business and Economic Education (2014) stated that the importance of Business education in the learning environment is to educate students 'for' business and 'about' business. That is, business education is to play a prominent role in preparing students for the workplace and making them become responsible citizens capable of making quick decisions, take business risks that will benefit their personal and professional lives.

Okoro and Ursula (2012) observed that the objective of business education is to produce competent graduates for teaching business education courses, graduates for self-employment, self-reliance and possibly as employers of labour. Despite these expectations, it is observed that many business education graduates started their businesses, but could not sustain them. This pathetic situation maybe because business education students have not fully acquired necessary self-employment skills during their course of study even though tertiary institutions are expected to have enough resources and competent lecturers that can utilize instructional resources in teaching self-employment skills.

Empowering youths to set up businesses involve the proper acquisition of skills through education and training in tertiary institutions, which will enable them to recognize business opportunities for which they can deploy appropriate self-employment skills. Consequently, lecturers are considered a major factor for effective resources utilization in teaching and learning process for better skill acquisition. The term utilization refers to the degree of usage of a given material, in the execution of a given task (Uzuegbu, Mbadiwe & Anulobi, 2013). Utilization judges the value of instructional resources by the degree to which they satisfy instructional needs.

The utilization of instructional resources by lecturers requires some measure of competence, such as the ability to perform tasks and roles required to the expected standards. The effectiveness of anyone concerned to apply the acquired knowledge and skills to achieve desired results (Orji & Abolarin, 2012). Furthermore, Archer and Hughes (2011) defined the type of competence in utilizing instructional resources as a favourable combination of knowledge, willingness and ability of an individual to cope successfully with changing situation. This definition means, lecturers should note that the ability to perform their role in the use of instructional resources in teaching is essential for the acquisition of self-employment skills. In addition, utilization of instructional resources is necessary because they promote the realization of objectives of effective teaching and learning activities in tertiary institutions. At the same time, lack of utilization of instructional resources could negatively affect the students' learning (Archer & Hughes, 2011). In this vein, the emphasis is that, instructional resources can create change and progress in teaching when they are utilized. It is the utilization of instructional resources that can judge their values because by the degree in which they are singly or collectively satisfy the derived of instructional needs are not ends in themselves but means of attaining specific instructional functions (Okwelle, Chijioke & Allagoa, 2014). Anyanwu, Oduagwu, Ossai-Onoh, and Amaechi, (2013) posited that, once resources have been selected, careful preparation should come first by the user for effective and successful use of the teaching materials. That is, in a proper teaching-learning situation, the teacher must prepare himself in advance, the learners, and the environment. Then, preview the materials in order to follow the process of presentation accordingly. However, empowering youths to set up businesses involve

the proper acquisition of skills through education and training in tertiary institutions. This will enable the students recognize business opportunities for which they can deploy appropriate self-employment skills.

Statement of the Problem

Introduction of Business education to the tertiary institutions is to serve as a means through which business education students are expected to acquire vocational and business skills about self-employment. For that reason, it is expected that after graduation, students are expected to have acquired skills through training and experience that could enhance their capabilities, motivation and preparedness for self-employment. Despite the efforts by business education lecturers in teaching self-employment skills, results have not shown that the efforts are yielding any result. This is because many business education graduates are finding it difficult to justify the teaching efforts by the lecturers in starting and sustaining their businesses.

For instance, Uzuegbu, Mbadiwe and Anulobi (2013) observed that despite the advantages and fascination about the potentiality of instructional resources in enhancing teaching and learning, teachers still lagged in using instructional resources during teaching and learning. In support of this, Onyesom and Okolocha (2013) concluded in their study that business education students are learning without the utilization of instructional resources by the lecturers for students' effective development after graduation. This situation could raise the questions like: Do lecturers utilize instructional resources in teaching self-employment skills? Does utilization of instructional resources have influence on self-employment skills acquisition by business education students? These questions are what this study provided answers for, hence the researcher sought to assess the extent to which the business education lecturers utilize instructional resources in teaching the self-employment skill acquisition by business education students in tertiary institutions.

Purpose of the study

The main purpose of the study was to assess lecturers' utilization of instructional resources in teaching acquisition of self-employment skills by business education students in Kwara State tertiary institutions. The specific purposes of the study were to:

1. ascertain the extent to which business education lecturers utilize instructional resources in teaching self-employment skills acquisition by business education students in tertiary institutions.
2. examine the influence of utilization of instructional resources, on teaching acquisition of self-employment skill by business education students in tertiary institutions.

Research Question

One research question was to guide the study:

1. To what extent do lecturers utilize the instructional resources in teaching self-employment skills acquisition in tertiary institutions?

Hypotheses

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

- H₀₁ There is no significant difference between the mean responses of universities and colleges of education lecturers on the extent of utilization of instructional resources in teaching self-employment skills acquisition in tertiary institutions.
- H₀₂ Utilization of instructional resources has no significant influence on teaching self-employment skill acquisition by business education students in tertiary institutions.

Methodology

The research design for this study was a descriptive survey. The population was all business education lecturers from five tertiary institutions offering business education, which are; Kwara State College of Education, Ilorin; College of Education, Oro; College of Education (Technical), Lafiagi; University of Ilorin, Ilorin; and Kwara State University, Malete. The population comprised 50 business education lecturers from the five tertiary institutions. Since the population size was manageable, the whole population was used as the sample size. The instrument used for data collection was questionnaire which was designed by the researcher with 16 items to elicit opinion of the respondents on the extent of lecturers' utilization of instructional resources in teaching self-employment skills acquisition by business education students in Kwara State tertiary institutions. Three experts validated the instrument. A reliability coefficient obtained was 0.75 using Cronbach Alpha reliability method to determine the instrument's internal consistency for data collection. The respondents were requested to indicate the extent of their responses according to the questions of the questionnaire items, on a four-point scale of Great Extent (GE), Moderate Extent (ME), Low Extent (LE), and Not At All (NA) with values of 4, 3, 2, and 1 respectively. The statistics used to analyze the data to answer the research question were mean and standard deviation. Independent samples t-test statistic was used to test hypothesis one while linear regression statistic was used to test the hypothesis two, all at significance level of 0.05. The number limit value used to interpret the analyzed data for the research question are: Great Extent (GE) = 3.50 - 4.00, Moderate Extent (ME) = 2.50 - 3.49, Low Extent (LE) = 1.50 - 2.49, and Not At All (NA) = 1.00 - 1.49. In the test of hypotheses of no significant difference or influence indicated that, if the observed probability value is less than the fixed probability value of 0.05, the hypothesis was rejected, but if the observed probability value is greater than the fixed probability value, the hypothesis was not rejected.

Results

Research Question One: To what extent do lecturers utilize the instructional resources in teaching self-employment skills acquisition in tertiary institutions?

Table 1: Mean and Standard deviation of Responses on the Extent to which Lecturers Utilize Instructional resources in Teaching Self-employment skills Acquisition

SN	ITEM STATEMENTS	\bar{X}	SD	Remark
1.	Lecturers use Overhead Projector with screen and laptop for lesson delivery with MS Power point.	2.12	0.87	Low Ext.
2.	Lecturers use MS Word processor with a computer for typing business correspondences.	2.44	0.88	Low Ext.
3.	Lecturers use Printers to print typed documents.	2.34	0.89	Low Ext.
4.	Lecturers use Photocopier to produce multiple copies.	2.52	0.84	Mod. Ext.
5.	Lecturers use internet facilities like Modem/Satellite bowls to connect with global network.	2.48	0.89	Low Ext.
6.	Lecturers use e-mail device to assign assignments and instructional materials to students and receive feedback.	2.24	0.92	Low Ext.
7.	Lecturers use interactive computer software to teach exchange of ideas and free communication online.	2.24	0.92	Low Ext.
8.	Lecturers use external storage devices to store educative materials from the internet for teaching.	2.42	0.99	Low Ext.
9.	Lecturers use marker/magic board during instructional delivery.	2.72	1.01	Mod. Ext.
10.	Lecturers deliver practical lectures in a well-equipped business education laboratory always.	2.26	1.01	Low Ext.
11.	Lecturers teach business activities in their departmental-based Enterprise Centre/Model office if provided.	1.98	0.87	Low Ext.
12.	Lecturers use MS Access to record, store and organise students' particulars and results.	2.12	0.80	Low Ext.
13.	Lecturers use Adding machines/Calculators for calculation and collation.	2.38	0.90	Low Ext.
14.	Lecturers use Computer-assisted instructional devices – Spreadsheet instructional software to experience e-learning.	2.28	0.88	Low Ext.
15.	Lecturers use the scanner for producing a soft copy.	2.04	0.88	Low Ext.
16.	Lecturers use appropriate classroom furniture during teaching for easy learning and class control.	2.52	0.74	Mod. Ext.
Weighted Average		2.34	0.89	Low Extent

Source: Field Survey, 2018

Table 1 shows the extent to which lecturers utilized instructional resources in teaching self-employment skills acquisition by the business education students in tertiary institutions. The respondents' responses, indicated that lecturers of Business Education in Kwara state tertiary institutions utilized the following instructional resources at moderate extent in teaching self-employment skills acquisition in tertiary institutions: Photocopying machines to produce multiple copies, Marker/magic board and appropriate classroom furniture for easy learning and class control were utilised to a moderate extent with (mean = 2.52 2.72 and 2.52 respectively).

The MSWord processor for typing correspondences with computer, the Overhead projector and Laptop with MS Power Point, Printers and Internet facilities/Servers (Modem/Satellite bowls) were utilized for teaching self-employment skills acquisition to low extent with mean scores of 2.44, 2.12, 2.34 and 2.48. The interactive computer software to teach exchange of ideas and free communication online, MS Access software to record, store and organize students' particulars and results, Scanning machines and Electronic network processor like e-mail device for assigning assignment and sending instructional materials to students, were utilized to a low extent with mean scores of 2.24, 2.12, 2.04 and 2.24 respectively. In addition, Computer Assisted Programmed Instruction devices - Spreadsheet, Touch-typing instructional software, usage of external devices to store educative materials and adding machines/calculators were all utilised to a low extent with (mean = 2.28, 2.42 and 2.38). The respondents indicated that lecturers' delivery of practical lectures in a well-equipped business education laboratory and use of Departmental based Enterprise Centre/Model office were utilised to a low extent as well mean = 2.26 and 1.98). The table shows that, all the 16 items have a standard deviation ranges from 0.74 to 1.01, which are below the fixed value of 1.96. This means that, the responses of the respondents are not wide spread as they are close to the mean, that is, the responses cluster around the mean. In summary, all the constructs in the table are provided to a low extent (mean = 2.34, SD = 0.89) which means, the lecturers utilize instructional resources in teaching self-employment skills acquisition by business education students in tertiary institutions to a low extent.

H₀₁: There is no significant difference between the mean responses of universities and colleges of education lecturers on the extent of utilization of instructional resources in teaching self-employment skills acquisition in tertiary institutions.

Table:2 Summary of t-test of the difference between the mean responses of Universities and Colleges of Education lecturers on the extent of Utilization of instructional resources in teaching self-employment skills acquisition

Group	N	Mean	SD	t-cal	Df	p-value	Decision
University	21	2.26	0.70	0.786	48	0.435	NS
College of Education	29	2.41	0.67				

Source: Field survey, 2018

P>0.05

The data in Table 2 reveals that there are 21 lecturers in the universities and 29 lecturers from the colleges of education used for the study. The responses showed that there was low extent of utilization of instructional resources in teaching self-employment skills acquisition (\bar{x} = 2.26; SD = 0.70) and (\bar{x} = 2.41; SD = 0.67). Their responses are close to the mean as the standard deviations are very low. The Table revealed that there was no significant difference between the mean responses of universities and colleges of education lecturers on the extent of utilization of instructional resources in teaching self-employment skills acquisition (t_{48} = 0.786, P>0.05). Therefore, the null hypothesis was not rejected, which implies that the lecturers in university and colleges of education did not differ in their responses regarding the extent of utilization of instructional resources in teaching self-employment skills acquisition.

H₀₂: Utilization of instructional resources has no significant influence on teaching acquisition of self-employment skills by Business Education students in tertiary institutions.

Table 3a: Summary of Linear Regression Analysis of the influence of Utilization of instructional resources on the acquisition of self-employment skills by Business Education students in tertiary institutions

Model	N	R	R Square	Adjusted R Square	F-cal.	P-value
1	333	0.211	0.045	0.025	2.245	0.141

Dependent Variable: Self-employment Skills

Source: Field Survey 2018

Table 3 summarises the regression results of the influence of utilisation of instructional resources on the acquisition of self-employment skills by Business Education students. The result, indicated that there was a positive relationship between instructional resources utilisation and acquisition of self-employment skills ($R = 0.21$) while R-squared is 0.05. This means that, the independent variable (utilization of instructional resources) explained 21.1% variations of the dependent variable (self-employment skills). This is a reflection that, lecturers' utilisation of instructional resources significantly does not relate to self-employment skill acquisition by Business Education students ($F_{331} = 2.25$, $p = 0.14$).

Table 4 Test of significance

Model	Unstandardized Coefficient		Standardized Coefficient		95% Confidence Interval		
	B	Std. Error	Beta	T	Sig.	Lo/Bound	Up/Bound
1 (Constant)	3.076	.276		11.156	.000	2.521	3.630
I/ R. Utilization.	.170	.113	.211	1.498	.141	.058	.398

Dependent Variable: Self-employment Skills

Source: Field Survey 2018

The test of significance results presented in Table 4 shows that utilization of instructional resources in teaching does not significantly influence Business Education students' acquisition of self-employment skills ($B = 0.17$; $t_{(331)} = 1.50$, $P = 0.141$). It is indicated that at 5% level of significance, it is evidenced that the regression equation specified that the utilization of instructional resources significantly does not influence Business Education students' acquisition of self-employment skills. Based on this, the hypothesis was not rejected, which implies that utilisation of instructional resources has no significant influence on the acquisition of self-employment skills by Business Education students in Kwara State tertiary institutions.

Discussion of Findings

The result revealed that, the business education lecturers utilized instructional resources in teaching self-employment skills to a low extent with average mean and standard deviation scores ($\bar{x} = 2.34$; $SD = 0.89$). It can be noticed from the result that most instructional resources that are paramount to teaching self-employment skills acquisition are utilized to a low extent. This low extent of utilization of instructional resources could be attributed to low extent of provision of relevant instructional resources, lecturers' inability to operate them and lecturers' reluctance to use the instructional resources where they are provided. This result is in line with Uzuegbu, Mbadiwe and Anulobi, (2013) who posited that lecturers still lagged in using instructional resources, despite the advantages and fascinations about the instructional resources potentialities. Findings on independent t-test analysis of hypothesis One on mean responses of universities and colleges of education lecturers on the extent of utilization of instructional

resources in teaching self-employment skills acquisition reveals, it is to low extent with mean and standard deviation scores ($\bar{x} = 2.26$; $SD = 0.70$) and ($\bar{x} = 2.41$; $SD = 0.67$). This indicated that there was no significant difference between the mean responses of universities and colleges of education lecturers on the extent of utilization of instructional resources in teaching self-employment skills acquisition ($t_{48} = 0.786$, $P > 0.05$). This implies that, the hypothesis that states that there is no significant difference between the mean responses of universities and colleges of education lecturers on the extent of utilization of instructional resources in teaching self-employment skills acquisition in Kwara State tertiary institutions was not rejected.

As regards findings on hypothesis two of linear regression analysis of utilization of instructional resources has no significant influence on the teaching acquisition of self-employment skills by business education students. The result in Table 3 revealed that, there is a positive relationship between utilization of instructional resources and acquisition of self-employment skills ($R=0.21$) while R-squared was 0.05. Also, the test of significance Table 4 revealed that utilization of instructional resources in teaching does not significantly influence Business Education students' acquisition of self-employment skills ($B = 0.17$; $t_{(331)} = 1.50$, $P = 0.141$). It indicated that at 5% level of significance, the regression equation specified that the utilization of instructional resources does not significantly influence Business Education students' acquisition of self-employment skills. Therefore, the hypothesis was not rejected because the observed probability value is greater than the fixed probability value. This result could be as a result of lecturers' utilization of instructional resources to a low extent whereby, they failed to create practical opportunity for the students during teaching and learning process. As such, the skills acquire by the students could not avail them the opportunity to start business of their own and sustain it, not to talk of becoming employers of labour after they graduated from school.

Conclusions

Based on the finding of the study, which revealed that, the lecturers' extent of utilization of instructional resources in teaching self-employment skills acquisition was in a low extent. Likewise, lecturers' utilization of instructional resources does not have influence on the acquisition of self-employment skills by the students. This could be the reason why student could not acquire the skills necessary for them to start a business that could help in alleviating the poverty, improve on economic growth and recession caused, due to high rate of unemployment. Therefore, it is opined that, if the lecturers could increase their extent of utilization of instructional resources, the students will improve on acquisition of self-employment skill in tertiary institutions.

Recommendations

1. The tertiary institutions and related associations like ABEN can organize adequate training, retraining, and workshops for business education lecturers for additional knowledge on how to use instructional resources that are relevant to teaching the acquisition of self-employment skills by business education students in tertiary institutions.
2. Lecturers should do practical teaching by organising workshops/seminars on self-employment skills needed for a successful business as an instructional presentation to students. This could avail the students the opportunities of gaining practical skills during teaching and learning self-employment skills.

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