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SECRETARIAL BUSINESSES AS AN ANTIDOTE FOR JOB CREATION AND POVERTY REDUCTION AMONG BUSINESS EDUCATION POSTGRADUATE STUDENTS

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Abstract

The study ascertained secretarial businesses as an antidote for job creation and poverty reduction among business education postgraduate students. Three research questions guided the study. A descriptive research design was used for this study. The population of this study comprised all the postgraduates' students of Business Education programme during the academic session of 2022/2023. Using simple random sampling technique, a total of 50 postgraduates' students were selected as sample size of the study. Researcher self-developed questionnaire tagged: Secretarial Businesses, Job Creation and Poverty Reduction Questionnaire (SBJCPRQ) with 0.79 reliability coefficient was used for data collection. Descriptive statistics of mean was used in answering research question 1 while research questions 2 and 3 were answered using regression analysis. The findings indicated that digital, internet searching, problem solving, critical thinking, customer services, entrepreneurship, accounting, effective management of resources, research development and self-motivation skills were among the secretarial skills required for the establishments of secretarial businesses for job creation and poverty reduction among business education postgraduate students. Independent variable (secretarial businesses) was found to be significant and strongly determine job creation among business education postgraduate students with the P-value less than 0.05 and magnitude of secretarial businesses ($\beta = .547$, $t = 4.523$, $P < .05$) and that about 54.7% increases in job creation of Business education graduates could be attributed towards secretarial businesses. The independent variables (secretarial businesses) were found to be significant and strongly determine poverty reduction with the P-value less than 0.05 and magnitude of secretarial businesses ($\beta = .613$, $t = 5.377$, $P < .05$). This further indicated that about 61.3% poverty reduction among Business Education graduates could be attributed towards secretarial businesses. It was recommended that entrepreneurship development should be introduced into the curriculum of secretarial administration with the view to train its recipients for understanding how to commercialized skills acquired.

Keywords: Secretarial Businesses, Job Creation, Poverty Reduction, Business

Education Introduction

Nation of the world today is continuously working out sustainable strategies for job creation that can translate into poverty reduction among the citizens. Lack of jobs have been found as a major factor escalating poverty-circles in the developing countries of the world in which Nigeria is not an exception (Okafor, Rhoda & Jah, 2019). Lack of job mostly among Tertiary Institutions graduates in Nigeria have made the numbers of unemployment in the country to continue to increase; and Adejo and Leigh (2016) contended that graduates unemployment are the prominent predictors fuelling poverty in Nigeria. The authors further opined that lack of employability and entrepreneurship skills might be among the factors causing increasing in the numbers of graduates' unemployment and consequently increases in the poverty level. In Nigeria, unemployment has become one of the most serious socio-economic problems confronting the nation. Hassan in Diseye and Usman (2019) noted that unemployment affects both the educated and uneducated. The Bureau of Labour Statistics (BLS) in Diseye and Usman (2019) defined unemployment as

people who do not have a job, have actively looked for work in the past four weeks, and are currently available for work. Also, people who were temporarily laid off and are waiting to be called back to that job are included in the unemployment statistics. Unemployment is an important statistic used by the government to gauge the health of the economy. If unemployment gets too high (around 6% or more), the government will try to stimulate the economy and create jobs. Unemployment could be seen as a situation in which those who are able and willing to work cannot find employment (Ekanem & Emanghe, 2014).

Orah (2012) contended that increases in unemployment will bring about corresponding increase in poverty level across the country. The author reiterated that poverty is the state of being very poor. To be poor therefore is a state of having very little money or few possessions that are hardly enough to take care of one's need. Poverty is a manmade disease and can only be healed by the efforts of human beings. Poverty means more than just lack of financial resources as measured by the one US dollar demarcation. The poverty reduction in Nigeria can only be actualized by a well-planned economic activities and policies that are well implemented couple with vocational education such as secretarial administration that can equip recipients with self-employment skills. A deliberate job creation opportunity for gainful employment could be possible through equipping our graduates with saleable skills for venturing into small scale business (Onyia, 2011). Job creation according to Kwaghbo (2022) is the provision of new opportunities for paid employment, especially for those are unemployed and that is possible through effective teaching of secretarial administration in our tertiary institution. Effective teaching of secretarial administration will definitely equip it is graduates with entrepreneurship competencies needed to venture into secretarial businesses that are common in today institutions globally. These secretarial businesses are the engine room for the institution to function effectively and their daily services are needed among the stakeholders of the institutions such as students, non-teaching staff, and lecturers among others. Adejo and Leigh (2016) defined job creation as the process of providing new jobs, especially for people who were previously unemployed. Job creation could be sees as graduate ability to commercialize or put in practice those skills acquired while in institution through the establishment of small scale business. Okafor et al (2019) opined that job creation is a deliberate effort made by individuals, corporate bodies and the government to generate employment of different types for the unemployed.

The type of a discipline or course a graduate graduated with might shape the level of his/her ability to create job and become self-employment (Adebayo, Agbonna, Clement & Nuberu, 2022). It is expected that graduates of Business Education programme particularly secretarial administration option should have not joined unemployment figure in Nigeria because if all thing equal, such graduates must have been equipped with necessary skills for self-employment. Okafor, Rhoda and Jah (2019) reiterated that Business education plays a prominent role in preparing students to become responsible citizens, capable of making astute economic decisions that will benefit their personal and professional lives and also that business education produces responsible, productive and self-reliant citizens. Through Business education, secretarial administration training and equipped it is recipients on how to effectively work in an office as secretary and also to become self-employment should there is no vacant for job placement; self-employment in the form of venturing into secretarial businesses that mostly drives the economic activities of most tertiary institutions globally (Adebayo, Akeju, Essang & Awe, 2022).

Secretarial businesses are the practices of secretarial small and medium scale businesses for economic gain and self-employment. Before someone can ventures into secretarial businesses, he/she must have some secretarial skills for effectiveness and efficiency operations of the business venture. Secretarial skills such as skills in word processing, database management, desktop publishing, micrographic, reprographic and office communication skills for effective operations of ICT-based equipment and facilities (Dosunmu, Bukki & Akintola, 2017). Word processing skill is the ability to use advanced hardware to manipulate words, sentences and paragraphs. The word processor is a type of electric typewriter with storage and processing components. A database management system (DBMS) skill is the ability to organise large numbers of records in a database. It is a collection of programs that allow users the ability to create, query and modify the structure in the database and to control access to it. Desktop Publishing skills is the ability to use modern printing process that combines personal computers and design software to create and edit layouts for producing all kinds of materials such as reports, books, magazines, brochures, flyers, and newsletters. Desktop publishing is the ability to produce high quality printed documents that include both text and graphic. It is closely related to word processing and requires many of

the same skills. A reprographic skill is the ability to produce many copies of original document. A reprographic skill today involves the use of two primary types of equipment: copiers and duplicators. Copiers use an image-forming process similar to a camera to create copies directly from existing originals. While duplicators make copies from masters on special paper that must be prepared before copies are reproduced (Dosunmu, Bukki & Akintola, 2017).

Secretarial enterprises can be referring to the process of commercialization of secretarial skills to established and operate a business ventures for economic survival (Odu, 2018). By definition, small scale secretarial enterprises refer to any commercial activity that renders clerical or internet services (Gabriel, 2016). He also identified the following as secretarial enterprises in Nigeria cybercafé and business centres. The beautiful thing about secretarial enterprises is the wide range of services and opportunities that abound in this area. Some secretarial enterprises provide the following set of services for customers; transcription, resume writing and career consultation, word processing, editing and proofreading, business writing, preparing spreadsheets and presentation materials, book keeping and billing, database and contact management, desktop publishing, graphic design, multimedia presentations, office management and organizing consultation, web site design, internet research, social media marketing, article marketing and answering service (Odu, 2018). Secretarial enterprises can also be called a virtual assistant business, where an individual offer various secretarial services online and remotely (Miranda, 2014). These days, an increasing number of clients need help in managing and answering their emails. There are also a number of clients who need help in building and developing their social media presence. Secretarial businesses can effectively provide such services. Clement (2017) identified the following markets for secretarial enterprises: Brand new businesses with no support staff. Most of these businesses also be small businesses and self-employed individuals that may need some assistance in performing some clerical activities. Other small business entrepreneurs have little time or desire to do their own administrative work, so secretarial service will be of great help to them. Olugori (2018) identified secretarial enterprises as one of the easy ways to empower Nigerian youths given the fact that the establishment of this kind of business does not require much capital. He also pointed that the market for secretarial businesses serves as a viable platform for actively engaging youths and converting their energy into useful ventures. Similarly, Obanya (2018), noted that the existence of secretarial businesses such as cybercafé and typesetting services offer a wide range of self-employment prospects and empowerment for Nigerian youths. Nigerian youths who possess basic secretarial skills such as typing and browsing can make a living out of it or even use it as stepping stone to greater or better jobs. In a survey conducted by Dickson, Solomon and Weaver (2018), it was found that the existence of small scale businesses such as cybercafé, business centre, and web design provide economic engagement for Nigerian youths.

The theoretical framework for this paper is human capital theory. The theory was propounded by Robert (1991). He advocated that education is a tool for improving human capital, stimulating labour productivity and boosting the levels of technology across the globe. He encourages spending on nation's workforce because expenditure on education, training and development is a productive investment. Besides, human capital improvement through quality education and training is a critical factor that propels economic growth and development in many parts of the countries. Human capital can have major effects on an individual's risk of poverty or success. It was indicated that human capital significantly affects people's earning, and consequently lack of human capital can place an individual at risk for poverty. According to Rank (2014), individuals with greater human capital are more likely to be competitive in the labour market than those who lack human capital. Human capital is seen as a set of skill/characteristics that increase workers' productivity and performance in any organization. Human capital has played a positive significant role in economic development, productivity, education, growth and innovation which has been stated as a justification for government subsidies for education and job skills training. Human capital improvement through quality education and training is a critical factor that propels economic growth and development in Nigeria. The theory is relevant to the study because it emphasis that when people acquired quality education and skill they will contribute to economic growth and development by establishing and managing new venture, creating employment, poverty reduction which will improved the standard of living of the people.

However, the study of Orah (2012) on re-generating secretarial education for poverty eradication, self-reliance and national development found that secretarial education providing skills, competences,

knowledge and attitude necessary for graduates of secretarial administration to venture into small scale secretarial businesses for self-reliance as well as Olukayode, Odusanya and Dasaolu (2023) found that secretarial enterprises directly associated with sustainable economic development as measured by poverty and unemployment reduction. Ezeji, Ugwoke, Edeh and Okanazu (2015) indicated that secretarial studies as form of business education provides good citizenship through preparing students to become intelligent and productive wage-earners, and also train people to acquire skills and knowledge for employment in business related occupations and help individuals to set up small scale businesses which can alleviate poverty. Okafor et al (2019) examined the impact of Business Education in alleviating poverty among graduates of business education and they found out that business education students can be productive individuals who will become factors or drivers of the economy by applying the skills and ability learnt in the classroom situation into becoming entrepreneurs.

Statement of the Problem

The incidents of poverty and unemployment in Nigeria are pathetic and worrisome that seems to be among the factors fuelling insecurity in the country. A serious worry among them is graduates unemployment after spending huge amount of money and time in the University could not find job to do after graduation. The current researchers begin to wonder that if all thing being equal; university graduates supposed to be employment creators through the commercialization of skills they have learnt while in school. However, personal evidence from the current researchers revealed that most of the courses in today public university in Nigeria only focused on the theoretical aspects which could be as a result of inadequate infrastructure and poor funding of the system. Government saw these shortcomings introduced entrepreneurship education in year 2006 into the curriculum of university as compulsory course that must be attained by all categories of undergraduates before graduation Despite that, most of the university graduates find it difficult to create job or become self-employment for poverty reduction in the society and become employer of labour. It is against this backdrop that motivated this study to examine secretarial businesses as an antidote for job creation and poverty reduction among business education postgraduate students.

Objectives of the Study

The main objective of this study sought to ascertained secretarial businesses as an antidote for job creation and poverty reduction among business education postgraduate students. Specifically, the study sought to:

1. Identify secretarial skills required for the establishments of secretarial businesses for job creation and poverty reduction among business education postgraduate students.
2. Determine the extent to which secretarial businesses could be used for job creation among business education postgraduate students.
3. Find out the extent to which secretarial businesses could be used for poverty reduction among business education postgraduate students.

Research Questions

1. What are the secretarial skills required for the establishments of secretarial businesses for job creation and poverty reduction among business education postgraduate students?
2. To what extent secretarial businesses could be used for job creation among business education postgraduate students?
3. To what extent secretarial businesses could be used for poverty reduction among business education postgraduate students?

Methodology

A descriptive research design was used for this study. The reason for using this design was that it helps the researchers to collect the opinions of the postgraduate students of Business Education on towards answering research questions of the study. The population of this study comprised all the postgraduates' students of Business Education programme during the academic session of 2022/2023. These comprised PGDE, M.Ed, M. Phil and Ph.D students. Using simple random sampling technique, a total of 50 postgraduates' students were selected as sample size of the study. For records purposes, 11(22%) were

PGDE students, 9(18%) were Master students, 13(26%) were M. Phil students like 17(34%) were Ph.D students. Researcher self-developed questionnaire tagged: Secretarial Businesses, Job Creation and Poverty Reduction Questionnaire (SBJCPRQ) were used for data collection. The instrument (SBJCPRQ) was subjected to validation by three experts in Business Education and Evaluation Departments from Tai Solarin University of Education, Ogun State. All the issues raised were corrected before subjecting the instrument to reliability testing. Test-retest method was carried out in University of Lagos among 10 Business Education postgraduates' students. The data collected were subjected to Pearson Product Moment Correlation (PPMC) formula to ascertain the extent to which the study instrument can be used to achieve objectives of the study. Reliability coefficient of 0.79 was reported for the instrument (SBJCPRQ) and this implied that the instrument was reliable towards achieving objectives of the study. The researchers with the help of two trained research assistants distributed the questionnaire to the respondents as well as collect it back immediately after completion. Retrieval rate was 100 percent. Descriptive statistics of mean was used in answering research question 1 while research questions 2 and 3 were answered using regression analysis.

Results and Discussion

Research Question 1: What are the secretarial skills required for the establishments of secretarial businesses for job creation and poverty reduction among business education postgraduate students?

Table 1: Mean and standard deviation responses on the secretarial skills required for the establishments of secretarial businesses for job creation and poverty reduction among business education postgraduate students

Items	Mean	Remark
Digital skills	2.89	Required
Internet searching skills	2.67	Required
Problem solving skills	3.11	Required
Critical thinking skills	2.93	Required
Customer services skills	2.83	Required
Entrepreneurship skills	2.79	Required
Accounting skills	2.54	Required
Effective management of resources skills	2.99	Required
Research development skills	2.51	Required
Self-motivation skills	3.15	Required
Cluster Mean	2.84	

Source: Authors Computation, 2023

From the table 1, the cluster mean was found to be 2.84 which was found to be greater than the bench mark of 2.50 ($2.84 > 2.50$). The implication of these results was that digital, internet searching, problem solving, critical thinking, customer services, entrepreneurship, accounting, effective management of resources, research development and self-motivation skills were among the secretarial skills required for the establishments of secretarial businesses for job creation and poverty reduction among business education postgraduate students.

Research Question 2: To what extent secretarial businesses could be used for job creation among business education postgraduate students?

Table 2: Extent secretarial businesses could be used for job creation among business education postgraduate students

Model	Coefficients ^a		Standardized Coefficients	t	Sig
	Unstandardized Coefficients	Std. Error			
(Constant)	11.050	2.841		3.889	.000
Secretarial businesses	.862	.191	.547	4.523	.000

a. Dependent Variable: Job creation

Table 2 showed that the sign of the coefficient of secretarial businesses was positive which implied that secretarial businesses and job creation are positively related. It further implied that an increase or improvement in the numbers of secretarial businesses will definitely bring more job creation. The independent variable (secretarial businesses) was found to be significant and strongly determine job creation among business education postgraduate students with the P-value less than 0.05 and magnitude of secretarial businesses ($\beta = .547$, $t = 4.523$, $P < .05$) and that about 54.7% increases in job creation of Business education graduates could be attributed towards secretarial businesses.

Research Question 3: To what extent secretarial businesses could be used for poverty reduction among business education postgraduate students?

Table 3: Extent secretarial businesses could be used for poverty reduction among business education postgraduate students

	Coefficients		Standardized Coefficients	t	Sig
	Unstandardized Coefficients	Std. Error			
Model	B	Std. Error	Beta	t	Sig
(Constant)	13.728	1.900		7.224	.000
Secretarial businesses	.682	.127	.613	5.377	.000

a. Dependent Variable: Poverty reduction

Table 3 showed that the sign of the coefficient of secretarial businesses was positive which implied that an increase or improvement in the numbers of secretarial businesses could bring about poverty reduction. The independent variables (secretarial businesses) were found to be significant and strongly determine poverty reduction with the P-value less than 0.05 and magnitude of secretarial businesses ($\beta = .613$, $t = 5.377$, $P < .05$). This further indicated that about 61.3% poverty reduction among Business Education graduates could be attributed towards secretarial businesses.

Discussion of Findings

The findings of the study based on the research question 1 revealed digital, internet searching, problem solving, critical thinking, customer services, entrepreneurship, accounting, effective management of resources, research development and self-motivation skills were among the secretarial skills required for the establishments of secretarial businesses for job creation and poverty reduction among business education postgraduate students. These findings were in consonant with the Olukayode, Odusanya and Dasaolu (2023) who found that skills such as marketing, sales, communication, negotiation, managerial, financial, self-motivational, business management, teamwork and leadership, customer service, analytical and problem skills were among skills needed for successful operation of secretarial businesses.

Research question 2 revealed that secretarial businesses and job creation are positively related. It further implied that an increase or improvement in the numbers of secretarial businesses will definitely bring more job creation. These findings correlate with Oseghale and Egwuelu-Osayede (2015) who indicated business education equipped students with secretarial skills and act as an effective, functional and qualitative educational programme, is capable of rescuing the nation out of the situation. If properly articulated and implemented, it can provide Nigerians with the needed skills to help them become job creators rather than seekers of jobs.

Research question 3 indicated that secretarial businesses were positive which implied that an increase or improvement in the numbers of secretarial businesses could bring about poverty reduction. These findings corroborate with Ezeji, Ugwoke, Edeh and Okanazu (2015) who found that business education provides good citizenship through preparing students to become intelligent and productive wage-earners, and also train people to acquire skills and knowledge for employment in business related occupations and help individuals to set up small scale businesses which can alleviate poverty.

Conclusion

The study has successfully examined secretarial businesses as an antidote for job creation and poverty reduction among business education postgraduate students through the use of primary data collection, The following conclusions were drawn based on the findings of the study that digital, internet

searching, problem solving, critical thinking, customer services, entrepreneurship, accounting, effective management of resources, research development and self-motivation skills were among the secretarial skills required for the establishments of secretarial businesses for job creation and poverty reduction among business education postgraduate students. Secretarial businesses such as café, business center, among others were found to have direct influence on job creation and poverty reduction

Recommendations

1. People should explore loan for graduates of Business Education who desire to venture into secretarial businesses to become job creator.
2. The concept of entrepreneurship development should be introduced into the curriculum of secretarial administration with the view to train its recipients for understanding how to commercialized skills acquired.
3. The curriculum of secretarial administration should be reviewed to give room for more practical aspect and real activities graduates will confront in the world of work.
4. Tertiary institutions should be equipped adequately with modern and relevant instructional materials, equipment/facilities. This should be done through the joint efforts of the government, donor agencies, foreign partners and rich individuals because of the capital-intensive nature of the facilities/equipment need for the teaching/learning of secretarial administration.

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ENTREPRENEURIAL SKILLS NEEDED BY BUSINESS EDUCATORS FOR IMPARTATION OF SUSTAINABLE DEVELOPMENT IN OYO STATE

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Abstract

The study examined influence of entrepreneurial skills needed by business educators for impartation of sustainable Development. Three research questions was raised to guide the study and three research hypotheses were formulated for the study. The study adopted descriptive survey research design. The population of the study consisted of 39 business education lecturers in Emmanuel Alayande College of Education, Oyo. The whole population was used because it was not too large for the researcher to handle. The instrument used was a structured questionnaire which was validated by two experts from Business Education and one expert in measurement and evaluation from Kwara State University, Molete. Reliability of the study was determined using Crombach Alpha which yielded a co-efficient value of 0.88. Data collected were analyzed using mean and standard deviation and the null hypotheses were tested with t-test at 0.05 level of significance. Findings of the study revealed that inadequate funding, laboratories, computer, limited access to internet facilities and a host of others are the challenges to business education. It was also revealed that business education has a lot of skills for sustainable development. The study therefore recommended among others that, the government at both federal and state levels should ensure adequate release of funds for the procurement of training facilities for practical teaching of business education courses in tertiary institutions and that the curriculum planners should review business education curriculum to enable the students acquire the required skills for the world of work and to establish their own businesses.

Keywords: Entrepreneurship, Entrepreneurship Education, Business Education, Sustainable Development, Business Education Skills.

Introduction

It is an undeniable fact that education is one of the indispensable tools for sustainable development. Education as a vital instrument for national and sustainable development and it involves the acquisition of fundamental knowledge and essential development skills needed for technological breakthrough and socio-political development which accelerates economic growth. The development of an educational system that is knowledge based both in structure and functionality requires the inclusion of entrepreneurship education. Through entrepreneurial education sustainable development has become a significant issue for all well-meaning administrations of countries across the globe (Ogedengbe, 2013; Laurie, 2016). As such, a series of strategies and programs have been identified and structured towards the development of the mentality of entrepreneurship across all sectors in these administrations across the globe. According to Kuratcko (2019) due to its impact on the growth of economies and sustainable development via entrepreneurial drive and persistence it is fast becoming a central point of economies globally. Therefore, Nigeria as a country be idle and observe other countries develop in its desire to implement and achieve economic independence and diversity. This will bring about advancement in unemployment, poverty and tackle issues in youth restiveness and other socio-economic challenges plaguing the youths today.

According to Eneh, (2011) the fact that the country has over the years remained as a country that is still developing has further strengthened the argument on the need for companies and person to fully adopt and implement the principles of entrepreneurship. This can be seen obviously in the number of

educated school leavers armed with good educational certificates currently roaming the street of our towns and cities for any jobs. Adawo and Atan (2013) opine that the phenomenon has become a full blown challenge amongst graduates of tertiary institutions. This is an unfortunate situation as most youths who are supposed to be productive and active members of the society become beggars, moving from one part of the town, state and country to another in search of greener pastures for which they are ill prepared and equipped for. Thus this therefore buttresses the proposition by Bolarin (2012) who asserts that the need to carefully re-assess or re-evaluate the type and quality of education that is accessible to youths in Nigerian tertiary institutions of learning becomes imminent. Equally, according to Anyaogu (2019) opined that tertiary institutions should be geared towards producing graduates who are relevant to the society and economy at large. Graduates who will be able to make use of their knowledge and skills acquired to alter and shape the environment while creating jobs that empower the graduates. This has consequently led to the rise of a lot of crimes which include amongst other things kidnapping, prostitution, ritual killings, human trafficking, fraud, gambling as well as oil pipe vandalism to mention but a few (Adesina, 2013). According to a report by the National Bureau of Statistics (2016) the unemployment rate rose from 10.4 percent in the fourth quarter of 2015 to 12.1 percent as at March quarter of 2016.

In view to this, the Human development index (HDI) an indicator that determines the wealth of any nation which Nigeria was ranking 152nd position according to this index (UNDP, 2016). As such, it must be highlighted poverty and unemployment continues to rise although new educational reforms have been introduced by the government such as the introduction of 34 trade subjects that include catering, arts and craft, cosmetology, garment making to mention but a few. As a consequence, entrepreneurship education remains a tool for sustainable development.

Entrepreneurship is the ability to locate and assess business chances, meet the essential measures and execute activities to take edge of those opportunities while leading the way by elevated attainment incentives. Entrepreneurship is the willingness and ability of an individual to seek for investment opportunities, to establish using individual initiative to transform a business concept into a new venture, and run an enterprise successfully (Okpara, 2017; Osemeke, 2012). The entrepreneurship spirit is a pre-requisite to an entrepreneurial society and culture.

This spirit is required for the overall economic growth of any nation especially developing ones like Nigeria. This is in line with the view of Nwangwu (2016) that entrepreneurship is the willingness and the ability of an individual or a firm or an organization to identify an environmental change and exploit such an opportunity to produce goods and services for public consumption. In the view of Nwachukwu and Nwamuo, (2015) entrepreneurship involves the acquisition of skills, ideas and managerial abilities necessary for self-reliance. Nicolaou and Shane (2016) and Ndumanya (2012) view entrepreneurship as the engine driving the economy of nations creating new industries, young entrepreneurs, employments and wealth creation in the society. The tendency that business education students becoming entrepreneur is not restricted to a particular skill. Different individuals will have a different mix of capabilities for demonstrating and acquiring entrepreneurial behaviours, skills and attributes (Gibb, 2005). These behaviours can be practiced, developed and learned; hence it is important to expose all students to skills in entrepreneurship education (Ayatse, 2013).

Entrepreneurship education has been recognized as an antidote to unemployment and poverty among the youths in both developed and developing countries particularly in Nigeria as whole. Aina and Salako (2018) described entrepreneurship as the willingness and ability of an individual to seek out investment opportunities and takes advantage of scarce resources to exploits the opportunities profitably. Akpomi (2019) also viewed that for any country to foster genuine economic growth and development, its educational system must be considered in the bedrock of any meaningful development. Driving entrepreneurship education according to Ojeifo (2013) is the process through which individuals are made participating members of their society. It enables them to become capable of living in the society and to contribute towards its economic development. This implies that entrepreneurship education is bedrock of economy development. Entrepreneurship education has helped developed countries such as United States of America, United Kingdom and Canada to transform their economies (Kuratko, 2019).

Entrepreneurship education contributes in an immeasurable ways toward creating new jobs, wealth creation, poverty reduction and income generating for both government and individuals. Nigeria adopted entrepreneurship education to accelerate economic growth and development. This reflect in Nigeria's

national policy on education which states that education is the most important instrument for propelling change, as no fundamental change can occur in any society except through educational revolution that impact on the intellects (Akhuemonkhan, Raimi & Sofoluwe 2013). To support this the assertion, Federal Government of Nigeria gave directive to all Nigerian tertiary institutions through its agencies to develop a minimum academic standard for teaching entrepreneurship and to adopt entrepreneurship studies as a compulsory course. However, more than ten years, practical implementation still suffers set back. Akhuemonkhan et al (2013) lamented the undue emphasis on exams and paper qualification with the concomitant inability of the system to address aggressively the issue of dysfunctional knowledge. In other words, Nigeria educational institutions still teach the youths to master various subjects but have failed to relate those subjects to the Nigeria needs; thereby lack the ability to solve the fundamental problems of living (Akhuemonkhan et al 2013).

Entrepreneurial skills of business education students could contribute to economic welfare as they increase the innovative capacity of the economy. This is acquired through entrepreneurial education. Entrepreneurship Education reduces the high level of rural-urban migration, to offer functional education for the people that will enable them to be self-sustenance and self-reliant, to provide the youth adequate training that will enable them to be more creative and innovative in identifying noble business opportunities (Akeke & Eyo, 2018). Moreover, through entrepreneurship, new businesses and jobs are created, which is of critical importance in today's global business environment. Adding to this, Low and MacMillan (2018) viewed that new firm's creation is a critical driving force of economic growth, creating hundreds of thousands of new jobs, as well as enhancing federal and local tax revenues, boosting exports, and generally increasing national productivity. Entrepreneurial competency aimed at identifying the characteristics of a good and effective entrepreneurial so that organizations can be successful. Strategic planning competencies relates to setting, evaluating and implementing the strategies of the firm, while calling for abilities and skills from a broader and long-term perspective. Another type of competency business education students should possess for effective business management is opportunity competencies. The most distinguishing competencies for the entrepreneur is the competency which is related to the opportunity available for him to change the world. For instance, McClelland (2017) finds —to see and act on opportunities as one of the competencies for successful entrepreneurs. This category of competencies comprises of the entrepreneurial activities in spotting opportunities, actively seeking new opportunities, and developing the opportunities which makes it a must acquire virtue for business education graduates.

Business education is a branch of education that involves teaching the skills and operations of the business industry. This field of education occurs at multiple levels, including secondary and higher education institutes. Education in business has many forms, mainly occurring within a classroom of a school. A business education has many components, as there are many different areas of the business industry as a whole. An education in business varies greatly in its curriculum and popularity around the world. Career development is often an integral part of an education in business. Business education generally refers to the plethora of courses designed to provide students with any number of skills needed for success in business, especially those related to launching and running businesses.

Business educators play a prominent role in preparing students to become responsible citizens, capable of making the astute economic decisions that will benefit their personal and professional lives. Business education teachers introduce students to the basics of personal finance, the decision-making techniques needed to be wise consumers, the economic principles of an increasingly international marketplace, and the processes by which businesses operate. In addition, these standards provide a solid educational foundation for students who want to successfully complete college programs in various business disciplines. The standards are based on a vision and a set of competencies designed to prepare students to become knowledgeable and ethical decision makers as they fulfill their roles as consumers, workers, and citizens (Okolo, 2015). It is based on this premise that the researcher intends to examine entrepreneurship education as a tool to sustainability development in Oyo State.

Management is an act of planning, organizing, and controlling the business activities and leading of people in order to achieve organization goals. It is the process of harnessing the diverse resources material, finance, people and time in a manner as to achieve what the organization sets to achieve. Management is a process of planning, organizing, leading and controlling all activities of the organization in pursuit of pre-determined objectives. In the view of Ogbuanya, Nweke and Ugwoke (2017), management

functions include all efforts towards: planning, organizing, leading or motivating, coordinating and controlling. Thus, the organization achievement depends largely on the managerial ability of those controlling the business affairs. Management has been defined by Nwachukwu in Okoro and Dajur (2011) as the coordination of all resources of an organization through the process of planning, organizing, directing and controlling in order to attain organizational objective. Salome (2012) further emphasized that the skill comes from the knowledge of and proficiency in activities involving methods, procedures and processes of getting thing done. To this end the skills involve efficiency in dealing with subordinate, working with tools, techniques and equipment to coordinate the activities of the organization to perform as expected.

Accounting is the systematic recording of financial transaction. It is a service activity, the function of which is identifying, measuring, recording and communicating quantitative information, primarily financial in nature, about economic entities. Ubulom (2012) sees accounting as the process of expressing the economic activities of everybody life in money terms, so that we can estimate the costs of creating good and service, make decision about production on the basis of these estimates, compare the actual costs as they occur with the estimates originally made, and adjust the output and prices of goods and services accordingly.

Ezeani, Ifeonye, Metalu and Ezemoyih (2012) opined that having basic accounting knowledge or skills does not necessarily imply that the entrepreneur should be able to appreciate the contributions that accounting information offers in solving both financial problems that may arise from time to time. The entrepreneur should be able to prepare and interpret own financial statements. The entrepreneur should be able to keep and maintain records of receipts and payments (cashbook), income and expenditure and a balance sheet for the business. Akpotowoh, Watchman and Ogeibiri (2016) identified some of the accounting and financial skills required by entrepreneurs in business related areas for successful operation of business enterprises to include: knowledge of accounts; knowledge of costing; ability to interpret financial statements; ability to acquire the skill of preparing financial statements; ability to understand payroll and various deductions; ability to know gross and net profits; ability to know sources of funds; ability to know how to obtain loans, a knowledge of Federal, state and local government levies, taxes and regulations and knowledge of factors involved in decision to grant loan by financial houses Other accounting skills required by an entrepreneur are: ability to process accounts receivable and accounts payable, ability to process inventories, ability to post ledgers and extract the trial balance, ability to prepare daily cash reports, ability to keep debtors ledgers, ability to prepare bank reconciliation statements, ability to keep sales and purchases records and ability to calculate depreciation.

Marketing skills is another important and essential skill which depends on the very success or failure of a business. Marketing is a common phenomenon but it is a very complex and elusive subject matter. The activities of marketing are so diverse that it is difficult to say what marketing is. Usoro (2016) defined marketing as the process by which the productive potentials of the company is used to satisfy individual and social needs of all kinds. He further sees marketing as consisting of all profitable human activities undertaken by the firm towards the creation of goods and services. Argument among Nigerian traders is that successful entrepreneurship in trading occupation simply depends on talent and luck. They believe that programmed training in marketing skill is irrelevant for success in trading activities. This view is rooted in ignorance because education and trading can promote individual initiative and marketing competencies. Business Education has been defined as an aspect of the educational programme that prepares the individual to acquire relevant skills that are needed for personal use or for employment or for managing business. Since one of the goals of business education, according to the NPE (2014) is to provide the technical knowledge and vocational skills necessary for agricultural, commercial and economic development, it then means that business education is imperative for sustainable development in any society.

In order to clearly explain the concept of sustainable development, it is important to define, first the terms, —sustainable and —development. According to the Oxford Dictionary of English, sustain means to strengthen or support physically or mentally, cause to continue for an extended period or without interruption. On the other hand, it defined development as a specified state of growth or advancement. Therefore, putting the two meanings of sustainable and development together, sustainable development implies a continuous state of growth or advancement for an extended period. Sustainable development has

also been defined as the development that meets the needs of the present without compromising the ability of future generations to meet their needs (Data Revolution World, 2020). It is important to emphasize here that sustainable development stems from the present to project the future. The desired result of sustainable development is a state of human living conditions in society and the use of resources to meet human needs while preserving the ability of future generations to meet their own needs.

Sustainable development through entrepreneurial education has become a major concern of all well-meaning countries of the world. There are a number of programmes and policies tailored towards the development of entrepreneurial mind-set among people from all walks of life in these countries. These programmes include both structured and unstructured ones. Entrepreneurship is becoming a focal point for the various economies of the world as a result of its potency to greatly influence self-sustenance, economic growth and development through entrepreneurial drive and persistence in today's world (Kuratko, 2019).

Today, the rate of graduates' unemployment has become a source of worry to the graduates themselves, parents, relations and of course, the governments. This has become an economic, political and social problem in Nigeria. Unemployment, both of the educated and the uneducated manpower, has become one of the most topical and thorny issues in contemporary Nigeria. The unemployment situation has changed from previous position marked by prolonged period of unemployment and misemployment, to one in which graduates of tertiary institutions have to normally wait for a long time before getting a first job – if at all. The zeal for tertiary education is gradually being eroded because of the discouraging wave of graduate unemployment. Creating market-relevant educational training opportunities that will provide undergraduate students with the skills necessary to become more employable is crucial to increasing employment and strengthening economic growth. More so, it enables learners to acquire basic knowledge, skills, attitudes and ideas which will equip them into starting a new business. Therefore, this study prompts to examine entrepreneurship education as a tool for sustainable development in Oyo state.

Statement of the Problem

Business education in Nigeria tertiary institutions has the prospective for enshrining enterprising entrepreneurship education that could furnish the students with skills for distinctive workable business opportunities, appropriate business management, financial management, right marketing skills and avoidance of business failure. In business education, skill acquisition and training in entrepreneurial activities are not regular in terms of value creation for other people, they are rarely connected to the entrepreneurship education and its implementation, approaches and procedures for creating value for sustainability such as lack of entrepreneurial competencies, not learning-by-creative-value, lack of acquisition of resources needed to create the value, lack of explorative value, altering importance on theory over practice, lack of routine in value creation, lack of cognitive competences, practical inadequacy and lack of pedagogical approaches. To address these challenges therefore, entrepreneurship education needs to be based on practical activities where learners work in teams, creating value such that business education students can try out their own ideas, apply the acquired knowledge and find new solution for sustainability development. Therefore, the study is set out to investigate how entrepreneurial skills needed by business educators for impartation of sustainable development in Oyo State

Research Questions

The following question was raised to guide the study.

1. To what extent are the managerial skills needed by Business Education lecturers for impartation of sustainable development in Colleges of Education in Oyo state?
2. To what extent are the accounting skills needed by Business Education lecturers for implantation of sustainable development in Colleges of Education in Oyo state?
3. To what extent are the marketing skills needed by Business Education lecturers for implantation of sustainable development in Colleges of Education in Oyo state?

Research Hypotheses

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

- H₀₁: There is no significant difference in the mean responses of male and female business education lecturers on the extent of managerial skills needed for impartation of sustainable development in Colleges of Education in Oyo State.
- H₀₂: There is no significant difference in the mean responses of years of experience business education lecturers on the extent of accounting skills needed for impartation of sustainable development in Colleges of Education in Oyo State.
- H₀₃: There is no significant difference in the mean responses of male and female lecturers of business education on the extent of marketing skills needed for impartation of sustainable development in Colleges of Education in Oyo State.

Methods

The study adopted a descriptive survey research which involved gathering data through the use of questionnaire. The study adopted descriptive survey research design. The population of the study consisted of 39 business education lecturers in Emmanuel Alayande College of Education, Oyo. The whole population was used because it was not too large for the researchers to handle. The research instrument was titled: Entrepreneurship Education as a Tool for Sustainable Development Questionnaire (EETSDQ). The instrument was face and content validity by two experts from Business Education department in Kwara State University, Malete and one from Measurement and Evaluation, Tai-Solarin University of Education, Ijebu-ode. The study utilized a validated four point scale questionnaire with a reliability of 0.78. Cronbach Alpha reliability coefficient was used to test the reliability of the instrument and a coefficient of 0.78 was obtained. The researchers with the help of two research assistants administered and collected the instrument from the respondents. The data collected for the study were analyzed using the mean and standard deviation to answer the research questions and z-test statistics to test the hypotheses at 0.05 level of significance. Any item with a mean rating of 2.50 or above was regarded as accepted while mean rating less than 2.50 was regarded as not accepted. For the hypotheses, any item with t-calculated value greater than critical value was rejected, otherwise the hypothesis of no significant difference was accepted.

Results

Research Question 1:

To what extent are the managerial skills needed by Business Education lecturers for impartation of sustainable development in Colleges of Education in Oyo state?

Table 1: Responses mean ratings on the managerial skills needed by business education lecturers in Colleges of Education in Oyo State N=39

S/N	Items	X	SD	Remarks
1.	Undertake basic step in starting a business	3.63	0.57	Agreed
2.	Plan business activities	3.56	0.71	Agreed
3.	Evaluate business activities	3.51	0.61	Agreed
4.	Take appropriate decision when necessary	3.47	0.75	Agreed
5.	Implement plans for good attainment towards poverty reduction	3.40	0.80	Agreed
Cluster Mean/Standard Deviation		3.36	0.63	Agreed

Source: Field survey, 2021

Table 1 shows the mean responses of business education lecturers in colleges of education on managerial skills as a tools for sustainable development in colleges of education in Oyo state. Item by item analysis revealed that all nine items had the mean scores that ranged from 3.41 to 3.67. The mean scores are

indications that these are managerial skills needed by business education lecturers for sustainable development in Oyo state.

Research Question 2:

To what extent are the accounting skills needed by Business Education lecturers for implantation of sustainable development in Colleges of Education in Oyo state?

Table 2: Responses mean ratings on the accounting skills needed by business education lecturers for sustainable development N =39

S/N	Items	X	SD	Remarks
1.	Provide information useful for decision making	3.67	0.67	Agreed
2.	Prepare financial statement in accordance with accounting standard	3.41	0.91	Agreed
3.	Interpret financial statement	3.54	0.61	Agreed
4.	Analyse financial data	3.47	0.75	Agreed
5.	Identify sources of capital to start business	3.44	0.80	Agreed
6.	Ability to determine the gross profit	3.40	0.66	Agreed
7.	Ability to determine net profit	3.33	0.81	Agreed
8.	Ability to know source of funds	3.26	0.76	Agreed
9.	Ability to prepare Statement of owner's equity	3.41	0.67	Agreed
Cluster Mean/Standard Deviation		3.46	0.56	Agreed

Source: Field survey, 2021

Table 2 shows the mean responses of business education lecturers in colleges of education on the relevance of entrepreneurship education as a tools for sustainable development in colleges of education in Oyo state. Item by item analysis revealed that all nine items had the mean scores that ranged from 3.41 to 3.67. The mean scores are indications that these are accounting skills needed by business education lecturers for sustainable development in Oyo state.

Research Question 3:

To what extent are the marketing skills needed by Business Education lecturers for implantation of sustainable development in Colleges of Education in Oyo state?

Table 3: Responses mean ratings on the marketing skills needed by business education lecturers in colleges of education in Oyo State. N=39.

S/N	Items	X	SD	Remarks
15.	Knowledge of seasonal fluctuation of goods	3.87	0.24	Agreed
16.	Ability to determine the extent to which products will sell	3.74	0.16	Agreed
17.	Familiarity with various aspects of sales and salesmanship	3.53	0.31	Agreed
18.	Ability to budget	3.48	0.21	Agreed
19.	Ability to forecast	3.60	0.33	Agreed
20.	Ability to determine current trends in sales of products	3.64	0.15	Agreed
Cluster Mean/Standard Deviation		3.64	0.23	Agreed

Source: Field survey, 2021

Table 3 shows the mean responses of business education lecturers on marketing skills for sustainable development in Oyo state. The results revealed that all the items had the mean scores that ranged from 3.48

to 3.87. The mean scores are indications that possible means of acquiring marketing skills needed by Business Education lecturers in colleges of education in Oyo State.

Testing of Hypotheses

Hypothesis 1:

There is no significant difference in the mean responses of male and female business education lecturers on the extent of managerial skills needed for sustainable development in Colleges of Education in Oyo State.

Table 4: Summary of z-test result analysis of male and female business education lecturers in colleges of education in Oyo State on accounting skills needed as a tools in a changing world.

Variable	N	X	SD	DF	Z.cal	Z.crit	Decision
Male	28	3.36	0.63	107	1.49	1.96	Not Rejected
Female	11	3.63	0.68				

Source: Field study, 2023.

From table 4, the calculated Z-value of 1.49 is less than the Z-critical value of 1.96 at 38 degree of freedom and at 0.05 level of significance. This indicates that the null hypothesis will not be rejected. It therefore shows that the null hypothesis which states that the mean ratings of male and female Business education lecturers in Oyo state colleges of education do not differ significantly on the accounting skills needed for sustainable development.

Hypothesis 2:

There is no significant difference in the mean responses of years of experience business education lecturers on the extent of accounting skills needed for impartation of sustainable development in Colleges of Education in Oyo State.

Table 5: Summary of z-test result analysis of business educators in colleges of education in Oyo State on accounting skills needed as a tools in a changing world.

Variable	N	X	SD	DF	Z.cal	Z.crit	Decision
1-5 yrs	17	3.42	0.63	38	1.29	1.96	Not Rejected
10-20 yrs	22	3.53	0.78				

Source: Field Study, 2023.

From table 5, the calculated Z-value of 1.29 is less than the Z-critical value of 1.96 at 38 degree of freedom and at 0.05 level of significance. This indicates that the null hypothesis will not be rejected. It therefore shows that the null hypothesis which states that the mean ratings of years of experience Business education lecturers in Oyo state colleges of education do not differ significantly on the accounting skills needed for sustainable development.

Hypothesis 3:

H₀₃: There is no significant difference in the mean responses of male and female students of business education on the extent of marketing skills needed for sustainable development in Colleges of Education in Oyo State.

Table 6: Summary of t-test result analysis of male and female business education lecturers in colleges of education in Oyo State on the use of marketing skills needed for sustainable development.

Variable	N	X	SD	DF	Z.cal	Z.crit	Decision
Male	20	4.23	0.78	38	1.60	1.96	Not Rejected
Female	19	3.99	0.64				

Source: Field Study, 2023.

From table 6, the calculated Z-value of 1.60 at degree of freedom of 107 and at 0.05 level of significance is lower than the critical value of 1.96. This indicates that the null hypothesis will not be rejected. It therefore shows that the null hypothesis which states that the mean ratings of male and female Business educators in

colleges of education in Oyo State do not differ significantly on the marketing skills needed as a tools in a changing world in colleges of education will be upheld.

Discussion of Findings

The findings in research question one showed that there are managerial skills needed by business education lecturer for sustainable development in Colleges of Education in Oyo State with mean ratings ranged from 3.41 to 3.67 will help in sustainable development. This was in line with Usoro (2016) sees managerial skills as a process by which the productive potentials of the company is used to satisfy individual and social needs of all kinds. Therefore, He further concluded that present of managerial skill will enable the business education lecturers to exhibit strategies that will improve productivity of young ones in order to promote sustainable development. The result in Table 4 revealed that male business education lecturer in colleges of education did not differ significantly from female business education in colleges of education on the managerial skills needed for sustainable development. This means that the gender does not affect the entrepreneurship education as a toolfor sustainable development in Oyo state.

Findings of the study in the research question two agreed that there are accounting skills needed by business education lecturers in the colleges of education in Oyo State with mean ratings ranged from 2.71 to 3.73 will help in promoting sustainable development. This agreed with the views of Obunadike (2015); Ezeani, Ifeonye, Metalu and Ezemoyih (2012) that business education lecturers should have knowledge of accounts, knowledge of costing, ability to interpret financial statements, ability to acquire the skill of preparing financial statements, ability to determine net profit and ability to know source of funds are some of the basic skills in delivery of business education in colleges of education in Oyo state. Similarly, Akpotowoh, Watchman and Ogeibiri (2016) also argued that this situation would be necessary to produce competent personnel that are useful for unemployment eradication and sustainable development.

The result in Table 5 revealed that business education lecturer in rural area did not differ significantly from business educators in urban area on the accounting skills needed by Business education lecturer for sustainable development. This means that the institution type does not affect the entrepreneurship education for sustainable development in Oyo state.

The findings of the study on research question three also agreed that there marketing skills needed by business education lecturers in colleges of education in Oyo State with mostly mean scores ranged from 3.48 to 3.87 would help in promoting sustainable development. This is in line with the findings of Idris and Mbudai (2016) who asserted that the marketing skills for the effective delivery of business education would help in promoting marketing skill for sustainable development.

Results in Table 6, revealed that male and female business education lecturers in colleges of education did not differ significantly on the process of apply marketing skills needed by business education lecturers in colleges of education in Oyo State essentials, such as Knowledge of seasonal fluctuation of goods, ability to determine current trends in sales of product, familiarity with various aspects of sales and salesmanship and many more.

Conclusion

As far as the formal sector is concerned, the average products of Nigeria educational programme are basically unemployable because they lack the skills needed by employers of labour (Uddin and Uddin, 2013). This situation has resulted in the ever increasing army of unemployed youths on the streets of our urban areas and villages with the consequent rise in crime waive in our society today. A situation like this does not create room for sustainable development in any society. In Oyo state and Nigeria in general, entrepreneurship education is a veritable tool for bridging the unemployment gap. This is because business education equips youth and adults with relevant skills and competencies that enable them contribute meaningfully to the sustainable economic development of their areas as competent employees, entrepreneurs, employers, producers and informed consumers of goods and services.

Recommendations

- i. Business Education students should be made to acquire accounting skills so as to contribute meaningfully to the economy of the country.
- ii. The school management should establish accounting laboratory equipped with computers that are embedded with modern accounting soft-wares for proper record keeping and for preparing financial statements of accounts this can improve students accounting knowledge after graduation.
- iii. Lecturers should re-dedicate themselves by attending more workshops, seminars to acquaint themselves with accounting skills so that they can in turn, impart same in the students.
- iv. Qualified and competent Business Educators should be employed to handle the teaching of Financial Accounting in tertiary institution.

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INFLUENCE OF WORK-BASED LEARNING ON OTM STUDENTS' ACADEMIC PERFORMANCE IN POLYTECHNICS

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Abstract

Many students are unable to demonstrate the necessary skills in their academic disciplines despite participating in some aspects of work-based learning, such as Students Industrial Work Experience Scheme (SIWES), teaching practice, and internship programmes, which results in a discrepancy between the outputs of higher institutions of learning. To address these challenges, there is therefore the need for a well-planned and executed work-based learning system that can begin to address these shortcomings. One research question and hypothesis guided the study. The study adopted a mixed-method research approach. The population of the study was 512 Higher National Diploma (HND) students in Office Technology and Management in nine polytechnics in North-central, Nigeria. Census survey was the sampling technique adopted. However, for the qualitative aspect of the study, a purposive sampling technique was adopted in selecting from the studies population. A structured questionnaire titled "Influence of Work-Based Learning on OTM Students" Academic Performance Questionnaire" (IWBLOSAPSQ) was used to gather the quantitative data. In-depth one-on-one personal Interview was the instrument used to gather the qualitative data. Mean and standard deviation were used to analyze the data collected to answer the research questions. Hypotheses were tested using independent samples t-test at 0.05 level of significance. The study revealed that Work-Based Learning positively influences OTM students' academic performance (mean = 3.36, SD = 0.80), there was a significant difference between the mean response scores of male and female respondents regarding the influence of Work-Based Learning on the academic performance of OTM students ($t_{510} = 19.37, P < 0.05$). Based on the findings of the study, it was concluded that Work-Based Learning can improve OTM Students' academic performance. It was recommended among others that; there is a need for curriculum planners to provide enough dose of work-based learning programmes in the curriculum to help improve students' academic performance.

Keywords: Work-Based Learning, Office Technology and Management, Academic Performance

Introduction

Work-based learning can have a significant influence on students' academic performance in various positive ways. Work-based learning refers to educational experiences that integrate academic instruction with real-world work experiences. These experiences can take the form of internships, co-op programs, apprenticeships, or other hands-on learning opportunities directly related to students' fields of study.

Work-Based Learning (WBL) is a teaching and learning method that requires students to go through practical training. Students learn theory at higher institutions and apply the acquired academic and technical knowledge at their workplace. Umoru and Oluwafemi (2020) suggested that skill subjects require practice so that learner's behaviour can be modified towards business and opportunities that business offers. Companies are in charge of offering students practical skills and evaluating their capability in the workplace. Work-Based Learning is a program particularly designed primarily by institutions of higher learning (perhaps in collaboration with a particular company's specialized/supervisory organization) to help students gain robust school and workstation information by using real-world

labour knowledge as a source of knowledge. According to McIlveen, Mcnamara, Kift, Butler, Field, Brown and Gamble (2011), work-based learning is the title given to a process that combines academic knowledge with its practical use in the workplace. It is a stint that is commonly used to define scenarios wherein students work while they are in school. Work-Based Learning enhances a student's understanding of classroom theory through partaking in its use in the work environment (Alfeld et al, 2013). Work-based learning provides students the chance to apply what they have learnt in the classroom in a real-world setting.

According to Umoru (2015), curriculum ensures that learning must be activity-based so that students can discover and produce content rather than consume what the teacher has produced and work-based learning is activity-based. The purpose of Work-Based Learning according to Keavy and Chakron (2015) was to establish interdisciplinary learning opportunities for problem-solving, critical thinking, and communication skills so that students may relate what they learn in the classroom to the difficulties they will encounter in their future job. These activities should aid students in building competencies like good work habits and other employable skills; create a win-win situation where the needs of learners and the industry's requirements for skilled and talented employees are both met; establish a crucial factor that makes active policies necessary to ensure learning that satisfies the needs of the workplace; and transform entry-level work experiences into career opportunities. Instead of speaking to passive pupils from higher platforms, the utilization of training facilities enables teachers to direct the learning of their students. Since students learn best via discovery and teachers cannot possibly know everything that a student needs to know, the academic achievement of students is crucial to any learning process.

Work-based learning supports what is called a —work-based facilitator as well as a —university tutor (Dalrymple, Kemp, & Smith, 2014). Instructors are encouraged to facilitate learning and teaching activities that open up opportunities for autonomous learning, creativity, innovation, and critical thinking. Accordingly, students learn to master theories and practice skills (Christensen, Henriksen, Thomsen, Lund, & Mørcke, 2017) to gain knowledge, master competencies and work towards achieving expertise (Pojani, Johnson, Darchen & Yang, 2018).

WBL promotes what is called a work-based facilitator as well as a university tutor (Dalrymple, Kemp, & Smith, 2014). Instructors are encouraged to facilitate learning and teaching activities that open up opportunities for autonomous learning, creativity, innovation, and critical thinking. Accordingly, students learn to master theories and practice skills (Christensen, Henriksen, Thomsen, Lund, & Mørcke, 2017) to gain knowledge, master competencies, and work towards achieving expertise (Pojani, Johnson, Darchen, & Yang, 2018).

Academic performance according to Morgan (2010) is an assessment strategy by which the evidence about students' learning is gathered through students' work on a performed task. It is an observable or measurable behaviour of an individual in a particular situation usually an experimental situation. This, therefore, means that performance measures the behaviours or an aspect of a feat that can be observed at a specific period. Students' performance is very important because it appears to be the major criterion by which the effectiveness and success of any educational institution could be judged. Considerable research evidence shows that poor academic performance at any educational level is a product of the teacher, school and home environment and so on.

Academic performance is the extent to which students, teachers, or institutions have achieved their short or long-term educational goals. It is reflected in the Cumulative Grade Point Average (CGPA) and completion of educational qualifications such as High School Certificates and Bachelor's degrees. Areas of achievement and failure in a student's academic career should be evaluated to foster improvement and make full use of the learning process. Results provide a framework for talking about how students fare in the institute and about a constant standard to which all students are held. Performance results also allow learners to be ranked and sorted on a numerically obvious scale, minimizing complaints by holding teachers and schools accountable for the components of every grade. Performance can be evaluated through regular grading. Students demonstrate their knowledge by taking written or oral tests, performing presentations, turning in home works, and participating in in-class activities and discussions. The subjectivity of academic performance evaluation has lessened in recent years, though it has not been eliminated. It may also not be possible to fully remove subjectivity from the current evaluation methods, since most are biased towards students that respond best to traditional teaching methods (Tobias, 2011).

Students' academic performance is highly needed if the educational goals of Nigerian institutions of learning are to be achieved.

Okoro (2011) mention that there is a significant change in the learning and academic performance of males and females in some subjects, for example; in financial accounting, males and females adapt differently to different teaching methods, strategies and approaches. Igwe and Ikatule (2011) attributed the poor academic performance of students in financial accounting to a deficiency in the teaching method(s) used by teachers. This kind of situation, therefore, calls for continuous research works on gender and academic performance.

Research Question Does work-based learning influence the academic performance of OTM students of polytechnic?

Research Hypothesis

H₀₁: There is no significant difference between the mean response scores of male and female respondents regarding the influence of Work-Based Learning on the academic performance of OTM students.

Method

The study adopted an explanatory mixed-method research design. Both quantitative and qualitative methods were used. The qualitative aspect was used to compliment the quantitative aspect. This design helped the researcher to triangulate the data gathered in the course of data analysis. The researcher was able to confirm and explain the information from the two methods. Quantitative data were gathered by employing a structured questionnaire while the qualitative data were gathered through focus group discussion. The population of the study comprised all Higher National Diploma II OTM students in public polytechnics in North-Central, Nigeria. There are 512 HND II students in these institutions.

The researcher believed that HND II students were in a better position to understand and appreciate the work-based performance indices because of their exposure for three months and one-year Students Industrial Work Experience (SIWES) and their long academic stay in the institutions. Census survey was the sampling technic adopted.

A structured questionnaire tagged 'Work-Based Learning on Students Academic Performance Questionnaire' (WBSAPQ) designed by the Researchers with a split-half reliability coefficient of 0.89 was used to gather data for the study. The questionnaire consisted of 15 carefully selected items after an extensive review of the literature. The items were structured on a 4-point rating scale of Strongly Agreed (SA) SA = 4, Agreed (A) = 3, Disagreed (D) = 2, and Strongly Disagreed (SD) = 1. A total of 81 copies of the questionnaire were administered to the respondents while 76 were retrieved representing 96.2% return rate.

The instrument for gathering the qualitative data was a focus group discussion. The focus group discussion guide was designed by the researcher and is made up of two open-ended questions. The questions were meant to solicit responses from the participants on the influence of work-based learning on students' employment prospects. Ethical considerations such as informed consent, voluntary participation and confidentiality were considered. Data from the focus group discussion were audiotaped with the permission of the participants. The discussion lasted for two hours. The quantitative data collected were analysed using mean and standard deviation for the research question while the qualitative data were analysed using content analysis to determine the relevant themes.

Results

Research Question: How does work-based learning influence the academic performance of OTM students of polytechnic?

Table 1: Responses on Work-Based Learning on OTM students' academic performance in Polytechnics

S/N	Item Statements	\bar{X}	SD	Remark
1.	Work-Based Learning introduces students to cutting-edge techniques, which leads to students' better academic performance.	3.46	0.80	Agree
2.	Work-Based Learning improves students' knowledge and academic performance.	3.53	0.69	Strongly Agree
3.	Work-based learning offers students with practical experience, which improves their academic performance.	3.61	0.62	Strongly Agree
4.	Students who participate in industrial attachment show improvement in their academic performance.	3.30	0.81	Agree
5.	Students' academic performance is influenced by their level of participation in Work-based Learning.	3.34	0.80	Agree
6.	WBL creates an opportunity for the learning institution to improve practical lectures for better students performance.	3.31	0.82	Agree
7.	Work-based learning increases students' retention.	3.28	0.82	Agree
8.	WBL gives students retentive memory to learn faster which improves their academic performance.	3.38	0.82	Agree
9.	Work-Based Learning (WBL) introduces students to soft skills.	3.27	0.86	Agree
10.	Work-Based Learning (WBL) influences students' ability to bridge the gap between theory and practice.	3.22	0.91	Agree
11.	WBL introduced students to the importance of their courses.	3.38	0.77	Agree
12.	Work-based learning impacts students with technical knowledge.	3.46	0.72	Agree
13.	Difficult academic activities become easier when work-based learning is practised.	3.24	0.87	Agree
14.	Work-based learning makes students more interested in their academics.	3.34	0.76	Agree
15.	Work-Based Learning permits students to be well-disciplined for academic performance	3.25	0.91	Agree
Weighted average		3.36	0.80	Agree

Source: Field Survey,

Analysis of data in Table 1 shows the mean and standard deviation of responses on the influence of work-based learning on OTM students' academic performance in polytechnics. The Table reveals that the respondents agreed that work-based learning introduce students to state-of-the-art practices, which leads to students' better academic performance, students who participate in industrial attachment show improvement in their academic performance and Student's academic performance is influenced by their level of participation in work-based learning (mean = 3.46, 3.30 and 3.34 respectively). The respondents strongly agreed that work-based learning improves students' knowledge and academic performance and work-based learning offers students with practical experience which improves their academic performance (mean = 3.53 and 3.61). In the same way, the respondents agreed that WBL creates an opportunity for the learning institution to improve practical lectures for better students' academic performance, Work-based learning increases students' retention, WBL gives students retentive memory to learn faster which improves their academic performance and work-based learning introduce students to soft skills (mean = 3.31, 3.28, 3.38 and 3.27 respectively). The respondents strongly agreed that work-based learning

influences students' ability to bridge the gap between theory and practice, WBL introduced students to the importance of their courses and work-based learning impacts students with technical knowledge (mean = 3.22, 3.38 and 3.46 respectively). In addition, the respondents agree that difficult academic activities become easier when work-based learning is practised, work-based learning makes students more interested in their academics and work-based learning allows students to be well-disciplined for academic performance (mean = 3.24, 3.34 and 3.25 respectively).

All the 15-item constructs have standard deviations ranging from 0.62 to 0.91. This means that the responses of the respondents are not widespread as they are close to the mean. Table 1 shows a grand calculated weighted average mean and standard deviation of 3.36 and 0.80, which indicated that all the constructs influence OTM students' academic performance in Polytechnics. This implies that work-based learning influences OTM students' academic performance in polytechnics (mean = 3.36, SD = 0.80) and that work-based learning should therefore, be adopted by students in other to improve their academic performance.

H₀₁: There is no significant difference between the mean response scores of male and female respondents regarding the influence of Work-Based Learning on the academic performance of OTM students.

Table 2: Summary of t-test of difference between male and female OTM students

Group	N	Mean	SD	t-cal	Df	p-value	Decision
Male	192	4.00	0.00	19.37	510	0.00	Rejected
Female	320	2.97	0.74				

Source: Field survey, 2022 P<0.05

Data in Table 9 revealed that there are 192 male respondents and 320 female respondents. The male and female responses show that Work-Based Learning has positively influenced the academic performance of OTM students ($\bar{x} = 4.00$; SD = 0.00) and ($\bar{x} = 2.97$; SD = 0.74). Their responses are close to the mean as the standard deviations are very low. According to the table, there is a statistically significant difference in the mean response scores of male and female respondents when it comes to the impact of work-based learning on the academic performance of OTM students, or office technology and management students. ($t_{510} = 19.37$, $P < 0.05$). Therefore, the null hypothesis shows that there is a significant difference in the mean response scores of male and female respondents on the impact of work-based learning on the academic performance of OTM students, or office technology and management students. This implies that male and female respondents differ significantly in their responses regarding the influence of Work-Based Learning on the academic performance of OTM students Office Technology and Management Students. Their responses show that male respondents rated the influence of Work-Based Learning on the academic performance of OTM Students higher than the female respondents (mean difference = 1.03).

Triangulation of qualitative data gathered from the focus discussion on the influence of Work-Based Learning on OTM students' academic performance in polytechnics in north central, Nigeria

The theme of this research question is what is your opinion regarding the impact of work-based learning on office technology and management students' academic performance?

The seventeen participants (Class Representatives and their Assistants) were involved in the focus group discussion in the nine polytechnics in North-central, Nigeria. All participant (100%) indicated that work-based learning increases OTM students' academic performance. The participants admitted that at the completion of three months and one-year Students Industrial Work Experience helped tremendously in improving the final classification award achieved by the students. They were having good grades as a result of the three-months/one-year experience they had and this has increased their grades as well. They also admitted that concepts used in the classroom are similar to those used in the industries with few changes and this widened the scope of their understanding and learning and they attributed this to the work-based learning programme. This therefore, indicates that there was a positive association between industry placements and improved academic performance after such a placement. WBL provides students with

educational opportunities that typically cannot be replicated in the classroom. Work experiences are designed to connect information learned in the classroom with skills obtained in an occupational setting as an apprentice or intern.

Discussion of Findings

The study was conducted to determine the influence of Work-Based Learning on OTM students' academic performance. The study revealed that work-based learning has a positive influence on academic performance because it introduced students to state-of-the-art practices which lead to student's better academic performance. This finding agreed with Dalrymple, Kemp, and Smith, (2014), who posited that instructors are encouraged to facilitate learning and teaching activities that open up opportunities for autonomous learning, creativity, innovation, and critical thinking. They also indicated further that work-based learning offers students practical experience for academic performance. This is also in line with Christensen, Henriksen, Thomsen, Lund, and Mørcke, (2017), who stated that students learn to master theories and practice skills. Raelin (2016) also agrees that work-based learning is parallel with integration between theories and practices, acknowledging explicit and tacit knowledge individually and collectively.

Conclusion

Based on the research findings, Work-based learning has a positive influence on academic performance and plays a vital role in influencing performance for OTM students in Nigerian polytechnics. It was, therefore, concluded from the findings that Work-Based Learning had a positive influence on OTM Students' academic performance, where these are lacking students will not have the opportunity of the theory and practical knowledge, hence graduate with low grades and skills. Students from polytechnics who are trained in various fields of specialization with appropriate training equipment in place will acquire the necessary skills required for academic performance.

Recommendations

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

1. There is a need for curriculum planners to provide enough doses of work-based learning programmes in the curriculum to help improve the academic performance of students.
2. Education stakeholders should embrace work-based learning programmes because they are opportunities where students acquire practical skills such as problem-solving, critical thinking, and self-motivation. The possession of these skills will better their academic performance.

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ENTREPRENEURSHIP EDUCATORS' PERCEPTION OF ENTREPRENEURSHIP EDUCATION AS PANACEA FOR GRADUATE UNEMPLOYMENT IN OYO STATE

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Abstract

The study examined entrepreneurship educators' perception of Entrepreneurship Education as panacea for graduate unemployment in Oyo State. The study adopted descriptive survey design. The population of the study comprised 50 Entrepreneurship Education lecturers in four colleges of education in Oyo State. Two research questions were raised for the study and two hypotheses were tested at 0.05 level of significance. A structured questionnaire was used to seek the opinion of Entrepreneurship Education lecturers on the subject matter. The internal consistency of the instrument was established using Cronbach Alpha and co-efficient of 0.83 was obtained. Research questions were analyzed using mean and standard deviation while t-test was used to test the hypotheses. Consequently, the findings showed that Entrepreneurship education skills serve as a panacea for graduates unemployment in Oyo State, as may be perceived by Entrepreneurship Educators and that entrepreneurial education skills serve as a panacea for graduates white-collar unemployment issues in Oyo State, as may be perceived by Entrepreneurship Educators. It was therefore, recommended among others that there should be adequate sensitization and mobilization of support for entrepreneurial skill acquisition programme in Nigeria in order to achieve the goals and policy thrusts of the Federal Government of Nigeria on entrepreneurial development.

Keywords: Unemployment and Entrepreneurship Education.

Introduction

The main macro-economic objective of a society are economic stability, creation of employment opportunities and improvement in standard of living among others. One way of achieving these objectives, is through entrepreneurship development. Entrepreneurship focuses on recognizing a business opportunity, starting a business based on recognized opportunity, and operating and maintaining that business. In the context of this study the researcher refers to Entrepreneurship Education indicators as the Entrepreneurship Education saleable skills acquired from structured learning process. They are practicable skills that may perhaps be considered by the business educators in the course of the study that can be of value for self engagement, wants satisfaction and pecuniary reward. Entrepreneurship Education is an academic programme intended to inculcate in the student: understanding, values, knowledge, business skill, and technical skill required in the world of work and for teaching other Entrepreneurship students (Umoru, 2015). It is seen as education for and about business. Education for business is that aspect of vocational education which provides instructions and preparation for office occupation as secretary, shorthand typist and accountant. On the other hand, education about business provides knowledge and understanding of the economy, financial, marketing, accounting and management system.

However, Obi and Otamiri (2010) summarize the actual and operatives goals of Business Education as enunciated in the handbook of various Department of Business Education to 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 propagates 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 student's 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 program to be able to establish and run their own private business ventures as self-employed citizens of the society.

Business Education curriculum offers knowledge in subject areas such as Accounting, Management, Marketing, Secretarial Studies, Human Resources Management and Entrepreneurship Education. All these areas enable the recipient to seek career in business. The researchers want to contend that each of these areas have saleable skills that can be of value for self employability, sustenance and self dependent without having to depend on someone else for a living.

Office education skills equip students with the ability to operate business centers, ability to engage in reprography. It entails the acquisition of practical skills, attitude, understanding and knowledge relating to occupations in various sectors of economic and social life (Baba and Akarahu, 2012).

Marketing option equip individual with the ability to capture and retain attention of customers, ability to promote and sell the organization product, ability to analyze demand and supply situation, ability to distribute goods to satisfy customers' needs, ability to acquire effective sales habit, ability to acquire good sales techniques and ability to carry out effective marketing and information research.

Entrepreneurship education is an education on how to be self-reliant. Entrepreneurship education equip individual with the ability to own and manage a business both material and human resources, ability to operate business activities including employee and employer's work relationship and ability to produce and distribute goods and services to the populace. Skills and knowledge acquired in entrepreneurship education enables the students in establishing a new business, planning, organizing, supervising, directing, controlling and coordinating the business enterprises.

Unemployment, to a lay man simply means lack of employment or without job although able to work. It can also refer to one that has lost his/her job; equally there are some that lack skills or qualities needed to get a job (Mogbeyiteren, 2013). Omotor and Gbosi (2006) defined unemployment as a situation in which people are willing to work at the prevailing wage rate and unable to find jobs. This implies that not just anyone who is to be counted as part of unemployed labour force is unemployable. International Labour Organization (2012) defines unemployment as a members of the economically active population who are without work but available for and seeking for work, including people who have lost their jobs and those who have voluntarily left work. The application of this definition across countries has been faulted, especially for the purpose of comparison and policy formation, as countries' characteristics are not the same in their commitment to resolving unemployment challenges (John and Bright, 2012).

According to Ashimuneze (2011) about 20% of Nigeria unemployed are very poor, but are well educated and skilled, even by European and American standard. Graduates unemployment includes graduates of Universities, Polytechnics and Colleges of education who are capable and willing to work but could not find a job or are discriminated for lack of experience. Some have never worked, lost their jobs and seeking re-entry into the work force, under-employed or under-disguised unemployment.

However, the epidemic of graduate unemployment is gradually escalating throughout Nigeria on a daily basis. Even as thousands wander the length and breath of the country in search of elusive white collar jobs, the universities continue to churn out millions of graduates annually, albeit with little hope of productive career engagement. Little wonder, that news report consistently indicate that the ranks of militants, kidnappers, and internet fraudsters are filled with hordes of intelligent graduates unable to find rewarding legitimate employment.

It was on this premises that the National Universities Commission (NUC), on the instruction of the National Council on Education, directed Universities in the country to run Business Education programmes for all students to reduce unemployment and boost the nation's economy.

Statement of the Problem

The prevailing decline in the price of crude oil, which serves as Nigeria's primary revenue stream, has significantly impacted the nation's economy to the extent that individuals have expressed dissatisfaction with its state. It is disheartening that a country whose economy once flourished through the cultivation of several agricultural commodities, including cocoa, groundnut, hides, and skin, has abruptly become heavily reliant on crude oil as its primary revenue stream. Hence, it is imperative to initiate a comprehensive entrepreneurship education inside our educational system in order to address the declining state of the nation's economy. According to Olaniyi (2016), there is a growing necessity for the inclusion of

entrepreneurship education inside tertiary schools due to the decreasing proportion of "white collar jobs" in relation to the increasing number of individuals graduating from higher education institutions annually. The introduction of entrepreneurship education (EE) by the National Universities Commission (NUC) is rooted in the objective of preparing students with the necessary entrepreneurial skills, attitudes, and knowledge. Therefore, this study explored Entrepreneurship Educators' perception of Business Education indicators as panacea for graduate unemployment in Oyo State

Purpose of the Study

The main purpose of this study was to determine the extent to which Entrepreneurship Educators' perception of Business Education indicators as panacea for graduate unemployment in Oyo State.

Specifically, the study sought to determine the extent to which:

1. office education skills can be a panacea for graduates unemployment in Oyo State, as may be perceived by the Business Educators,
2. entrepreneurial education skills can be a panacea for graduates unemployment in Oyo State, as may be perceived by the Business Educators.

Research Questions

To what extent can:

1. office education skills be a panacea for graduates unemployment in Oyo State, as may be perceived by the Business Educators,
2. entrepreneurial education skills be a panacea for graduates unemployment in Oyo State, as may be perceived by the Business Education.

Research Hypotheses:

1. There is no significant difference between the mean responses of Business Educators of private and public colleges of education on office education skills as panacea for graduates unemployment in Oyo State, as a result of ownership,
2. There is no significant difference between the mean responses of male and female Business Educators on entrepreneurial education skills as panacea for graduates unemployment in Oyo State, as a result of gender.

Methodology

The study adopted a descriptive research method. The population for the study comprised 50 Business Education lecturers in all the four colleges of education in Oyo State namely: Emmanuel Alayande College of Education Oyo, Federal College of Education (Special) Oyo, College of Education, Lanlate and MuftuaLanihun College of Education, Ibadan offering Business Education Programme. Due to the small number of the population all were used meaning that there was no sample. The instrument for data collection was a 4-point likert scale questionnaire which denotes the following point, Very high extent (VHE = 4), High extent (HE = 3), Moderate extent (ME = 2) and Low extent (LE = 1). The instrument was face validated by three experts in Business Education departments, Emmanuel Alayande College of Education, Oyo. The internal reliability of the instrument was measured using Crombach Alpha which yielded a correlation coefficient of 0.83. Mean and standard deviation was used to analyze the 20 questionnaire items. Any item whose mean score was equal or above 2.50 was considered high extent while items below 2.50 were considered low extent. On the other hand Null hypothesis was rejected where p-value was less than or equal to alpha level of 0.05 and null hypothesis was accepted where p-value obtained was greater than alpha level of 0.05.

Results

The results of the study are contained in the following tables in accordance with the research questions and hypotheses.

Research Question 1: To what extent can office education skills be a panacea for graduates unemployment in Oyo State, as may be perceived by the Business Educators.

Table 1: Mean rating of respondents on office education skills as a panacea for graduates unemployment in Oyo State, as may be perceived by the Business Educators

S/N	Office education skills include:	\bar{X}	SD	Remark
1.	Ability to type with speed and accuracy	3.73	0.53	HE
2.	Ability to keep official secrets (as keeper of secrets)	3.39	0.77	HE
3.	Business communication skills ability	3.34	0.81	HE
4.	Ability to eschew gossiping and grumbling	3.19	0.83	HE
5.	Record keeping and numeric ability	3.30	0.81	HE
6.	Ability to work under pressure	3.16	0.81	HE
7.	Competency in shorthand	3.08	0.92	HE
8.	Ability to work with computer	3.10	0.89	HE
9.	Adequate knowledge of office equipment/ machines, their functions, how they operate and when to use them	3.43	0.77	HE
10.	Ability for thoroughness and orderliness	3.29	0.81	HE
Grand Mean		3.30		HE

Result in Table 1 indicated that there was high extent on office education skills as a panacea for graduates' unemployment in Oyo state, as may be perceived by Business Educators with mean score ranging from 3.08 to 3.73. Items 2, 3, 5, 9 and 10 were closely related with mean ranging from 3.29 to 3.43, while items 4, 6, 7 and 8 were also related with mean ranging from 3.08 to 3.19, only item 1 had the highest mean score of 3.73 and the grand mean of 3.30. Items 2, 4, 5, 6, 7, 8 and 10 had standard deviation ranging from 0.80 to 0.89 while items 1, 3 and 9 had standard deviation of 0.53, 0.77 and 0.77 respectively indicating closeness and high extent.

Research Question 2: To what extent can entrepreneurial education skills can be a panacea for graduates unemployment in Oyo State, as may be perceived by the Business Educators.

Table 2: Mean rating of respondents on entrepreneurial education skills as a panacea for graduates unemployment in Oyo State, as may be perceived by the Business Educators

S/N	Entrepreneurial Education Skills Ability to:	\bar{X}	SD	Remark
11.	Set the right price for a product	3.00	0.96	HE
12.	Interpret factors which affects the strength of business enterprises	3.19	0.99	HE
13.	Identify the right channel of product distribution	3.09	0.78	HE
14.	Identify the target market	3.08	0.89	HE
15.	Direct selling strategy in marketing a product	3.21	0.86	HE
16.	Take appropriate decisions when necessary	3.11	0.81	HE
17.	Direct the business activities	3.01	0.88	HE
18.	Evaluate business activities	3.04	0.90	HE
19.	Determine the extent to which products will be sell/produce	2.83	0.85	HE
20.	Budget and forecast sales/produce	2.89	0.99	HE
Grand Mean		3.05		HE

Result in table 2 showed that entrepreneurial education skills serve as a panacea for graduates unemployment in Oyo State, as may be perceived by Business Educators with a mean score ranged from 2.83 to 3.21 and grand mean of 3.05. The respondents however in table 2 indicated that all the items are closely related and based on the findings, the standard deviation of all items were ranged from 0.78 to 0.99 meaning High Extent.

Testing of Hypotheses

Ho₁: There is no significant difference between the mean responses of Entrepreneurship Educators of private and public colleges of education on office education skills as panacea for graduates unemployment in Oyo State, as a result of ownership,

Table 3: Testing for Significant difference between the Mean Response of Entrepreneurship Educators of Private and Public Colleges of Education on Office Education Skills as Panacea for Graduates Unemployment

Groups	N	Mean	SD	Df	P-value	Alpha	Remark
Private	12	2.54	0.53	48	0.01	0.05	Rejected
Public	38	2.89	0.59				

The result in table 3 showed that p-value was less than alpha level and the null hypothesis of no was significant difference between the mean responses of Business Educator of private and public colleges of education on office education skills as a panacea for graduates unemployment was rejected. With this result, the null hypothesis (Ho₁) of no significant difference was upheld. This result attests to the fact that the respondents' opinion on office education skills differ base on the type of institution.

Ho₂: There is no significant difference between the mean responses of male and female Business Educators on entrepreneurial education skills as panacea for graduates' unemployment in Oyo State, as a result of gender.

Table 4: Testing for Significant Difference in the Mean Responses of Male and Female Business Educators on Entrepreneurial Education Skills as Panacea for Graduates Unemployment

Groups	N	Mean	SD	Df	P-value	Alpha	Decision
Male	21	2.59	0.41	48	0.08	0.05	Accepted
Female	29	2.54	0.53				

The result in table 4 revealed that the calculated p-value was greater than the alpha level, and the null hypothesis which states that there is no significant difference in the mean responses of male and female Business Educators on entrepreneurial education skills as panacea for graduates' unemployment based on gender was accepted. This implies that there was no significant difference between the mean responses of male and female Business Educators on entrepreneurial education skills as panacea for graduates' white-collar unemployment challenges.

Discussion of Findings

Result in Table 1 indicated that office education skills serve as a panacea for graduates white-collar unemployment challenges in Oyo state, as may be perceived by Business Educators. This was in conjunction with Baba and Akarahu (2012) that Office education skills equip students with the ability to operate business centers, ability to engage in reprography. It entails the acquisition of practical skills, attitude, understanding and knowledge relating to occupations in various sectors of economic and social life.

Result in table 2 showed that entrepreneurial education skills serve as a panacea for graduates unemployment in Oyo State, as may be perceived by Business Educators this was in collaborated with

Olaniyi (2016) who asserted that entrepreneurial education is a specialized training given to students of vocational and technical education to acquire the skills, ideas and managerial abilities and capabilities for self-employment rather than being employed for pay.

A test of significance was used to test the first hypothesis on to what extent to which Business Educators of private and public colleges of education perceived office education skills as panacea for graduates' unemployment in Oyo State, as a result of ownership. Table 3 revealed that there was significance difference among the responses of Business Educators in private and public college of education. The result in table 4 revealed that there was no significant difference between the mean responses of male and female Business Educators on entrepreneurial education skills as panacea for graduates' unemployment.

Conclusion

Based on the findings of the study, it was concluded that office education skills and entrepreneurial skills serve as a panacea for graduates unemployment in Oyo State, as may be perceived by Entrepreneurship Educators.

Recommendations

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

1. Entrepreneurship syllabus in higher institutions should be designed to be more practicable than theoretical, that is, it should allocate more time for skill acquisition.
2. There should be adequate sensitization and mobilization of support for entrepreneurial skill acquisition programme in Nigeria in order to achieve the goals and policy thrusts of the Federal Government of Nigeria on entrepreneurial development.

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GENDER DIFFERENCES: ATTITUDE AND STUDENTS' ACADEMIC ACHIEVEMENT TOWARDS SCIENCE IN ILORIN METROPOLIS

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Abstract

This study focuses on the differences between male and female students' attitudes and academic performance in public secondary schools in the Ilorin Metropolis. Correlation research was used in this work. All Junior Secondary Schools made up the study's sample population. To conduct the study, 125 students were chosen at random. For this study, academic achievement data were gathered from the records of the classroom teachers. The researcher created an attitude questionnaire to gauge the respondents' views on science. The questionnaire was on a 4 point likert scale instrument ranging from strongly agree, agree, disagree and strongly disagree. The instrument was validated by four educational management experts and reliably tested at $r=0.91$. The research questions were analyzed using descriptive statistics like mean and percentage, and the hypotheses one and two was examined using an inferential statistics of t-test, while hypothesis three was tested using pearson product moment correlation. The results showed that there is significant difference on the performance of male and female students in science, there is significant difference on the attitude of male and female students towards science and there is significant relationship between the attitude and performance of students in science subjects. In conclusion, the sex of the students is an important factor that needs to be taken into account when science is taught and learned. The advancement of science and technology in society requires both male and female developmental involvement. In order to address the gender gap in secondary schools' students' attitudes and performance, the researcher advised using a gender-sensitive approach.

Keywords: Gender, Academic Performance, Attitude, science, Public secondary school

Introduction

To complete the process of science successfully, one must have a certain level of dedication, curiosity, and love for what scientists do. Science, Technology, Engineering and Mathematics (STEM) has contributed in no small measure to the development and comforts of the modern world.

According to one school of thinking, men are less anxious when it comes to problem-solving tasks including; problem-solving, fact-gathering, developing hypotheses, experimentation, observation and interpretation, generalization, and application. An essential component of the psyche of someone who aspires to success in the scientific sector is a scientific mindset. It necessitates reasoning, curiosity, and the desire for creativity and flexibility.

Regarding the gender accomplishment gap in science, national trends in Nigeria yielded conflicting findings (Amelink 2019). Furthermore, the study discovered that while women perform equally to their male peers in different subjects, there are differences between male and female students that first appear in primary school education and persist through high school in assessments, meant to gauge content mastery, such as the National Assessment of Educational Progress (Dalton, Ingels, Downing & Bozick, 2017). These researchers claim that fewer females pursuing degrees in science, technology, engineering, and mathematics (STEM) professions is partly responsible for inequalities in scientific achievement at the primary school level (Hazari, Tai, & Saddler, 2017).

Wijesundera and Ramakrishna (2016) claim that the topic of gender variations in school scientific accomplishment is far from being resolved and that there is no conclusive evidence from research done yet

to support any modifications in teaching and learning. Women do worse on standardized tests than men in many scientific, technology, engineering, and math areas, which jeopardizes their ability to succeed in courses and occupations that focus on these fields. Studies conducted in developed nations found that New Zealand women struggled to advance despite having excellent curriculum vitae. Until 1981, women in Britain were not allowed to enroll in any science courses at the University of Durham College Of Science in New Castle (Rendel 2018).

The secondary school level is the focus of this investigation. Primary and secondary education are fundamental, particularly when it comes to learning about scientific and technological subjects. Secondary school is that which provides children with part or all of their secondary education. Children between the ages of 11–14 are often enrolled in Nigeria's Primary Education program and ages 16–18 while the age range has decreased with the introduction of the Pre-School system ages 8–9 to 14–15. It consists of six years with three terms per school year, following which students can opt to continue their education at a higher institution such a university or vocational school. (Free online encyclopedia Wikipedia). Additionally, a variety of private elementary and secondary schools as well as non-profit organizations were founded to fill in some gaps and pursue a variety of goals, from religious to commercial. The history of contemporary education in Nigeria can be attributed to private organizations, particularly Christian missions. Ehigiamusoe (2012).

Gender differences is a process to find out whether male and female enjoy the same opportunities for realizing their human rights and rights to contribute to all spheres of national development and benefits from such development (Okoli, 2012). One of the cardinal points in the Nigeria's philosophy of education is need for equality of educational opportunities to all Nigerian children irrespective of male and female, each according to his/her ability (FRN, 2003). Gender became an important issue in science and technology in 1993 through the activities of the United Nations Commission on Science and Technology for Development. The gender dimension of science and technology came as a result of series of reports on International Conferences such as World Conference on International Women's year (2007), World Conference of the United Nations Decade for Women Equality, Development and Peace (2012), and Concerns expressed by Science, Technology, Engineering and Mathematics experts (2016) about the situation of women and the field of natural science, education, health, food and security. These reports all pointed to the fact that there are gender gaps in the field of Science, Technology, Engineering and Mathematics (STEM) Education (Dawal, 2021).

Teaching and learning in educational institutions from the nursery school to the University are assessed. Whatever is the system of education, the learning outcome is determined by assessing performance. The essence of certification in our daily life is not only of its usage to enter labour market but also for vertical and horizontal mobility. However, the most important fact tied to examination process is the need for study techniques which act as a tool for examination success. Assessment of the learning outcome is done for determining what has been learned and for decision-making with respect to selection of candidates for higher studies or job placement. It is a great joy to achieve what one aims at. If we define achievement as having good results in anything, we put in more efforts so that we can be happy and receive commendation, then it became necessary to learn how to succeed, putting in place various ways from those who have used similar ways successfully.

Gender issue has become the talk of today's forum. Although the literacy rate is more among the boys than girls, it is quite interesting to observe that girls are securing better ranks than boys in almost all competitive examinations. From the last ten years, it is very fascinating to note that the girls figure is more often in top ten, ranks in tenth's class annual examination (Goni, Wali, Ali & Bularafa, 2015).

Statement of the problem

Women scientists and engineers are noticeably underrepresented, and one starts to ask what caused their even lower numbers at higher levels in scientific and technological institutes. The widespread belief that some academic disciplines are solely for men and others are only appropriate for women served as the inspiration for this study. This can have an impact on how students feel about their course materials, particularly in secondary education. Males are strongly encouraged in both families and schools to pursue

professions in science, while females are discouraged from doing so. The researcher is interested in learning if these will translate into variations in respondents' attitudes and performance.

Literature Review

There are numerous quantitative studies on the performance of boys and girls in different subjects. The performance compared in studies contains academic achievement, learning attitudes, and emotions, such as learning interests, habits, and creativity, which are all considered as important factors of academic performance nowadays. Different subjects as well as different item forms are also investigated in different researches. The gender gaps over time also attract researchers' interest. In academic achievement, many studies investigated the academic gender gaps, most found that boys outperform girl in science, and the gaps are larger in mathematics. Learning attitude and emotion are also considered as important outcomes of academic performance, and positive relationship between emotional outcomes and academic achievement has already been proved (Yu, 2017; Fisher, Dobbs-Oates, Doctoroff, 2012).

In science, creativity also plays a crucial role. It is essential for the development and progress of human civilization (Chang, Wang and Lee 2016) and feeding creative activities when children are young will provide society with imaginative thinkers and leaders of scientific entrepreneurial discovery (Yates & Twigg, 2017). Recently, creativity has roused increased interest, and developing creativity is viewed as an educational imperative worldwide. Education drives the creative potential of students and expands comprehensive and balanced attitudes to transcend their lifestyles (Piguave, 2014). However, Castillo-Vergara, Barrios Galleguillos, Jofré Cuello, AlvarezMarin and Acuña-Opazo (2018), found females exhibited higher results than males in creativity's three dimension, fluency, flexibility, and originality. The results of creativity also vary in different studies. There are several research studies that have explored the gender gaps in different item forms which found that boys were good at multiple-choice (MC) items while girls were good at construct response (CR) items (Reardon, Kalogrides, Fahle, Podolsky & Zárate 2018). The gender gaps over time have also attracted researchers' interest.

Gender differences in the attitude and achievement of student often reported in science subjects. Nwaiwu and Audu (2015) reported that gender difference exists in the attitude and achievement of students towards biology, physics, chemistry and mathematics but that is reducing over the years Analysis of WAEC result of 2016, Kola (2016) reported that 7.32% and 6.42% of male and female students respectively obtained credit pass.

Most conversation in our country today are cantered on science and technology. Nigeria's need for Scientists and Technologists is broadcast over radio, television, read on magazines and newspapers and also seminars and workshops are organized on these issues the point now is how can these Scientist and technologist be produced without favourable attitude being developed towards student's achievement in science subjects? This means that students in secondary schools with many fears of Schooling from primary school to senior secondary schools are most likely to develop and exhibit attitude towards the study of STEM irrespective of their gender. In the present dispensation, this assertion needs to be investigated among students with close to fourteen years of schooling from the nursery school to their senior secondary school level

Research Hypotheses

Ho1: There is no significant difference in the performance of male and female students in science subjects

Ho2: There is no significant difference in the attitude of male and female students towards the study of science subjects

Ho3: There is no significant relationship between the attitude and performance of students in science subjects, based on gender.

Methodology

An analysis of correlation research was used in this work. All Junior Secondary Schools made up the study's sample population. Select public secondary schools in Ilorin Metropolis were sampled systematically. To conduct the study, 125 students were chosen at random. For this study, academic achievement data were gathered from the records of the classroom teachers. The researcher created an attitude questionnaire to gauge the respondents' views on science subjects. The questionnaire was a 4 point

Likert scale instrument ranging from strongly agree, agree, disagree to strongly disagree. The instrument was validated by four educational management experts and reliably tested at $r=0.91$. The research questions were analyzed using descriptive statistics like mean and percentage, and hypotheses one and two were tested using inferential statistics of t-test, while hypothesis three was tested using Pearson Product Moment Correlation.

Results

Research Hypothesis

Ho1: There is no significant difference in the performance of male and female students in science subjects

Table 1: Summary of T-test result showing significant difference on the performance of male and female students in science subjects

	Gender	N	Mean	Standard Deviation	T	F	df	Sig	Decision
Performance of pupils in science	Male	74	48.29	4.66	2.73	6.71	154	0.01	Sig
	Female		40.91	6.22					

Table 1 showed summary of t-test result showing significant difference on the performance of male and female students in science. It was revealed that male respondents had mean score 48.29 with standard deviation 4.66 while female respondents had mean score 40.91 with standard deviation 6.22, the T_{al} was 2.73, degree of freedom 154, F was 0.01 and significant level of 0.01 ($P<0.05$). This implies that there is significant difference in the performance of male and female students in science. Therefore, the null hypothesis that states that there is no significant difference on the performance of male and female students in science was rejected.

Ho2: There is no significant difference in the attitude of male and female students towards the study of science subjects

Table 2: Summary of T-test result showing significant difference in the attitude of male and female students towards science subjects

	Gender	N	Mean	Standard Deviation	T	F	Df	Sig	Decision
Performance of pupils in science	Male	74	48.29	4.66	2.73	6.71	154	0.01	Sig
	Female		40.91	6.22					

Table 2 showed summary of t-test result showing significant difference in the attitude of male and female students towards science. It was revealed that male respondents had mean score 48.29 with standard deviation 4.66 while female respondents had mean score 40.91 with standard deviation 6.22, the T_{cal} was 2.73, degree of freedom 154, F was 0.01 and significant level of 0.01 ($P<0.05$). This implies that there is significant difference in the attitude of male and female students towards science. Therefore, the null hypothesis that states that there is no significant difference on the attitude of male and female students towards science was rejected.

Ho3: There is no significant relationship between the attitude and performance of students in science subjects, based on gender

Table 3: Summary of Pearson Product Moment Correlation showing relationship between the attitude and performance of students in science.

Variables	Mean	Std.D	N	R	Sig	Decision
Attitude in science	1.781	0.060	125	-0.84	0.00	Significant
Performance in science	31.294	7.500				

Table 3 shows that there is significant relationship between the attitude and performance of students in science. Therefore, the null hypothesis that stated that there is no significant relationship between the attitude and performance of students in science is rejected.

Discussion of findings

The findings of this study revealed that, there is significant difference in the performance of male and female students in science. This finding means that male and female performance in science is different, as gender can either positively or negatively influence performance in science. Likewise, the attitude of the students based on their gender, in science is low indicating that most of the students believed that they are not confident about their performance in science subjects. The result of this study does not corroborate with Fatoba and Aladejana (2014), who looked at the influence of gender on students' attitudes about physics in senior secondary schools in Oyo State, Nigeria. In that study, it was discovered that gender had no bearing on students' attitudes, but there was a tiny bias among them in favor of women. Therefore, when developing and implementing curricula, stakeholders should take into account the variations between male and female performance.

Another finding of this study showed that there is significant difference in the attitude of male and female students towards science. This implies that gender difference plays a significant role in the attitude of students towards science. This indicates that the opportunities for Nigerian male and female students who may choose science subjects as their future career are the same. This finding support the study of Hassan (2016) who revealed that male and female students in Kakau local government Area, Kaduna State attitude towards science is significantly different. This finding is not in tandem with Kolawole (2017) who revealed that there is no significant difference in the attitude of students toward science in public secondary schools on the basis of gender.

Lastly, the investigation showed that, the mean score for the attitude towards science subjects is 1.781 with a standard deviation of 0.060 while the mean score of that of performance in science is 31.294 and a standard deviation of 7.500. Based on the studies conducted, the overall correlation between attitude toward science and performance in science was significant but has low association. The study revealed that there is significant relationship between the attitude and performance of students in science but very low. This finding supports that of Olatunji (2021), who showed that there is a correlation between the rate of learning, attitude toward learning science, and achievement in science. Although this finding does not agree with the study of Joshua (2019) who affirmed that, there is no significant relationship between attitude of students in science and performance of student science.

Conclusion

The findings showed that most female gender had negative attitudes and consequently performed lower compared to male gender. The study generally revealed that positive attitude contributes to positive results. Attitudes are learnt and can be changed through persuasion using a variety of techniques. Attitudes, once established, help to shape the experiences the individual has with teachers. Male student exhibited positive attitude towards science subjects than their female counterparts. The study also found that male students performed higher than the female students in science subjects. Hence, there is gender differences in the attitude and performance of students towards science subjects.

Therefore, it was based on the findings that the study concluded that, the gender of the students is an important component that needs to be taken into account when science is taught and learned. The advancement of science and technology in society requires the developmental contributions of both men and women.

Recommendation

Based on the findings of the study, it can be recommended that:

1. To close the gender gap in secondary school students' attitudes and performance in public schools, a gender-sensitive approach must be used in teaching students.
2. Male and female students should be encouraged to have a positive attitude towards science so that their performance can be improved.

3. Students' attitudes should be very central to educators, because gender is a powerful predictor of students' performance.

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CASHLESS POLICY AND ECONOMIC ACTIVITIES OF SMALL-SCALE BUSINESSES IN DELTA CENTRAL SENATORIAL DISTRICT IN DELTA STATE - NIGERIA: BENEFITS AND CHALLENGES

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Abstract

The paper examined the cashless policy and economic activities of small-scale businesses in Delta Central Senatorial District in Delta State - Nigeria: Benefits and challenges. Descriptive survey research design was adopted. Two research questions and two null hypotheses guided the study. The population of the study consisted of 2,600 small-scale business (SSB) owners and a simple random sampling technique was used and a sample of 260 was obtained. A 24-item questionnaire titled questionnaire for cashless policy on economic activities of small-scale businesses (QCPEASSB) was used for data collection. The face and content validity of the instrument was done by three experts from Delta State University, Abraka. The internal consistency of the instrument was ascertained using a Cronbach's Alpha statistical tool which yielded an overall reliability coefficient of 0.80. Mean and standard deviation were used for answering research questions while t-test statistics was used in testing null hypotheses at 0.05 alpha level of significance. The benefits of cashless policy on economic activities of Small Scale Businesses (SSB) in Delta Central Senatorial District in Delta State are, faster transaction, reduced crime rate, flexibility of payment among others while challenges of the policy include insufficient point of sale (POS), poor electricity, and poor network system among others. The study recommended that the SSB owners should make adequate use of the e-channels in making and receiving payment for transactions since it helps to reduce the level of stress, revenue leakage and cash handling cost. Also, Government should make provision of constant power in every part of Delta Central Senatorial District and the National Communication Commission and the banks need to improve the network system to avoid fund transactions failure.

Keywords: Cashless policy, economic activities, small-scale business, benefits, challenges **Introduction**

The cashless policy was introduced to Nigeria in the year 2012 as a result of the problems associated with the cash economy. This was caused, in part, by the large number of people who crowded the bank buildings to physically withdraw money, pay for products and services, and transfer fund to other beneficiaries. The Central Bank of Nigeria (CBN) specified in 2017 that the cashless economy will make use of the following to actualize the policy, Automated Teller Machine (ATM), Point of Sale (POS), Web/Internet Transfers payments, Mobile payments, Nigerian interbank payments/Nigerian interbank settlement scheme fund transfer, national electronic funds transfer, m-mobile, e-bills pay, remittances and central pay as the electronic payment system available in Nigeria to sustained cashless economy and all these refer to how transactions and payments are effected in a cashless economy (Mamudu & Gayovwi, 2019).

However, the implementation of the policy was poor because cash withdrawals in bank halls was poorly regulated and the needed facilities for effective implementation were not readily available. The implication is that, the psychological disposition of many Nigerians is to do business transactions in cash and therefore prefer to possess the physical cash either in the wallet or at home. This led the Central Bank of Nigeria (CBN) to have less control of the Naira as the former CBN Governor Godwin Emefiele cried out on December, 2022 that out of the 3.23 trillion Naira supposedly in circulation, only about 500 billion are

truly in circulation within the banks while over 2.73 trillion are stalked in individual homes (CBN, 2022). The former Governor also ascertained that the lack of control of the cash in circulation could be responsible for the increase in financial related crimes. Consequently, the CBN opted for improved implementation of the cashless policy revising the cash withdrawal policy and redesigning the 200, 500, and 1000 naira notes (CBN, 2022). In this drive aimed at full implementation of the cashless policy, the maximum withdrawal by individual bank customer cannot be more than ₦100,000 in a week while the weekly withdrawal limit for corporate users was set at ₦500,000. As a result, the daily withdrawal limit for ATM and POS transactions was decreased to ₦20,000 (CBN, 2022).

The general goal of implementing this policy is to decrease the use of a significant amount of cash, advance and modernize payment systems, lower the cost of banking services, promote financial inclusion by offering more effective transaction options and a wider reach and enhance the efficiency of monetary policy in controlling inflation and promoting economic growth (Mamudu & Gayovwi, 2019). Also, the cashless policy aimed at getting more of the money in circulation into the system as well as to track money laundering activities and other financial related criminal funds. It also sought to promote electronic-based transactions instead of cash payments for transfers, goods and services, among others. The Nigerian cashless system however, is where payment is not made in cash for monetary businesses rather, all transactions are electronic, using debit or credit cards or payment services like PayPal, Zelle, Venmo, and Apple Pay. It has been evolving in line with the global payments evolution. Cashless system of payments and instruments are significant contributors to the broader effectiveness and stability of the financial system (Akara & Asekome, 2018). Thus, the government rejuvenated implementation of this cashless policy was to quicken transactions and business growth without going to the banking halls as well as to stimulate the country's economic activities.

Nonetheless, the economic activities of the small-scale businesses in Nigeria may be greatly affected by the policy as small-scale business owners play a major role in the economic development of the nation. An economic activity in this context is referred to as a process that is based on inputs that leads to the manufacturing of goods or the provision of services. When resources like labour, capital goods, manufacturing processes, or intermediary items are combined to create particular goods or services that is considered an economic activity.

Resource management, production of goods and services, distribution of goods and services, and consumption of goods and services are thus the four fundamental economic activities. Hence, Osotimehin in Elechi and Chizoba (2016) described small-scale businesses as investment in machinery and equipment, working capital, capital cost, turnover and values of installed fixed cost. Small-scale business is a business that is not gigantic in terms of its size, financial involvement, scope of operation and the workforce involved and in most cases the ownership of the business is one entrepreneur (Obi, 2015). Therefore, small-scale business could be defined as a business owned by one entrepreneur and there is no public sales of shares, the owners of these businesses must personally finance their businesses.

Thus, for a country such as Nigeria to advance economically, emphasis should be made to develop the private sector. This can be attained by developing and supporting small-scale enterprises. Therefore, there is need to fathom the implications of government policies, such as the cashless policy on them. It is equally good to know how best to implement such policies to their advantage in order to ensure the survival and growth of these businesses.

There are numerous benefits derivable from the cashless policy. Osazevaru and Yomere, (2015) carried out a study on benefits and challenges of Nigeria's cashless policy and found that the cashless policy reduced the high operational cost incurred in a cash based economy. It minimize the risk involved in the use of physical cash that occurs as a result of burglaries and thefts as well as financial loses in fire out breaks; increase convenience, more service option, reduce risk of cash related crime, cheaper access to banking services and credit to customer.

Echekoba and Ezu in Acha, Kanu and Agu, (2017) affirmed that cashless policy brings about faster transactions by this it reduces queues at sales point, enhance sales, also, improve payment method – time spent on gathering, totaling and sorting cash is removed. Electronic payments will assist business people sprout their customer base and resource pool, far beyond the confines of their current geographic area (Oyewole, Gambo & Onuh, 2013).

In spite of the benefits of the cashless policy, there are lots of challenges facing the policy. Osazevbaru and Yomere, (2015); Acha, Kanu and Agu (2017) identified the following as challenges confronting the policy in Nigeria.

Financial infrastructure deficit: The policy dependence on ICT to properly function and the susceptibility of fraudsters spreading their plots is very high. However, the cashless payment channels are insufficient in meeting the demand of the policy. Hence, the policy is open to security flaws.

Electricity infrastructure: The effectiveness of the cashless policy depends heavily on the infrastructure for electricity. Regretfully, Nigeria is unable to declare that all regions of the nation steadily receive electrical power. Lack of electricity power will definitely hinder the implementation of the cashless policy if ignored.

High fees and charges: The high fees and charges paid on certain e-channels are capable of inciting conflict among the banking population.

The population's level of illiteracy: People's poor literacy rates have an impact on cashless policy since most small-business owners are illiterate and cannot use the advanced technology needed to operate e-channels.

Statement of the Problem

Since the dawn of time, many payment systems have been used to purchase products and services, beginning with barter trading. The trade by barter transaction technique was the foundation for the development of money and coins to solve the problem of double coincidence of wants and divisibility that trade by barter encountered. The use of paper money/coins was introduced after the use of trade by barter method as there were various challenges associated with trade by barter, but the use of paper money/coin has affected small-scale businesses and economic activities which required replacement with a better payment system (John, 2020).

It has been observed that developed countries around the world are increasingly shifting away from paper payment instruments toward electronic ones, particularly payment cards (Onwe, 2018). Marco and Bandiera as cited in Ugochukwu (2022) argued that increased usage of cashless banking instruments reinforces the monetary policy efficiency and economic development.

Monetary policy as a technique of economic management to bring about sustainable economic growth and development through cashless policy and banking system was introduced by the Central Bank of Nigeria (CBN). The Nigeria economy seemed to be faced with a lot of setback as a result of this policy. It seemed that most small-scale business owners are refusing to accept transfer as means of making payment for purchases of goods and services as they give excuses that they cannot access their accounts, their account may not be credited with the said amount or the payment may be reverse or that their banks do not have network to enable them access the money among others and this may have some negative impact on the small-scale businesses and their economic activities and thereby affect the nation as a whole.

It is against this backdrop that this study sought to investigate the cashless policy and economic activities of small-scale businesses in Delta Central Senatorial District in Delta State - Nigeria: Benefits and Challenges.

Research Questions

The following research questions guided this study.

1. What are the benefits of cashless policy on economic activities of small-scale businesses in Delta Central Senatorial District?
2. What are the challenges of cashless policy on economic activities of small-scale businesses in Delta Central Senatorial District?

Hypotheses

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

- H₀₁: There is no significant difference in the mean responses of small-scale business owners on rating of benefits of cashless policy on economic activities of small-scale businesses in Delta Central Senatorial District, based on gender.
- H₀₂: There is no significant difference in the mean responses of small-scale business owners on rating of challenges of cashless policy on economic activities of small-scale businesses in Delta Central Senatorial District, based on gender.

Research Method

The descriptive survey research design was adopted. The population of the study consisted of 2,600 small-scale business owners in Delta Central Senatorial District. A sample size of 260 was drawn through simple random sampling technique. A 24-item self-structured questionnaire was used for data collection, titled questionnaire for cashless policy on economic activities of small-scale businesses (QCPEASSB) and it was divided into 2 parts. Part A contains bio-data information of the respondents, while part B has 2 sections based on the 2 research questions. Four-point rating scale of Strongly Agree-4, Agree-3, Disagree-2 and Strongly Disagree-1 was used in rating their responses.

The instrument was face and content validated by 3 experts from Measurement and Evaluation Unit and Department of Business Education all from the Delta State University, Abraka. A pilot study was conducted using 30 small-scale business owners from Delta South Senatorial District. The Cronbach's Alpha statistical tool was used in analyzing the data and a reliability co-efficient of 0.82 was obtained for benefits of cashless policy and 0.78 was obtained for challenges of cashless policy.

The overall Cronbach's Alpha obtained was 0.80 indicating high reliability of the instrument. The researcher with the help of three research assistant administered the instrument and all the 260 instrument administered were retrieved. Mean and standard deviation were used in answering the research questions while t-test was used for testing the null hypotheses at 0.05 alpha level of significance. The decision rule was that a mean score of 2.50 and above indicates acceptance of the item by the respondents, while a mean score below 2.50 indicates rejection by the respondents. For the hypotheses test, the probability value (p) was used. When p-value was greater than 0.05, the null hypothesis was retained, but when the p-value was less than 0.05, the null hypothesis was rejected.

Results

Research Question 1: What are the benefits of Cashless policy on economic activities of small-scale businesses in Delta Central Senatorial District?

Table 1: Mean analysis of benefit of cashless policy on economic activities of small-scale businesses in Delta Central Senatorial District

S/N	Items/statements	Mean(X)	SD	Decision
1	Cashless policy leads to faster transaction	3.35	0.72	Agreed
2	Cashless policy reduced costs and risks related with physical cash collection arising from thefts, burglaries as well as financial loses in fire outbreaks	3.32	0.78	Agreed
3	Cashless policy leads to increase in purchases by customers.	3.19	0.89	Agreed
4	Cashless policy results to effective monetary policy.	3.18	0.76	Agreed
5	Cashless policy <i>reduces</i> the level of corruption	2.75	0.84	Agreed
6	Cashless policy reduces crime rate.	3.34	0.61	Agreed
7	The flexibility of payment in the cashless policy leads to increase convenience, more service options, reduce risk of cash related crimes.	3.27	0.71	Agreed
8	Small-scale businesses will benefit from the cashless policy by way of faster access to capital, reduced revenue leakage and reduced cash handling cost.	3.01	0.75	Agreed
9	Cashless policy help to reduce the level of stress involve in making payment for transaction.	2.68	0.98	Agreed
10	Cashless policy assist small-scale enterprises to properly manage their finances.	2.60	0.68	Agreed
11	Cashless policy assist in reducing the running cost of the business enterprises.	3.09	0.73	Agreed

12	Cashless policy helps to increase the profit of the enterprise since additional interest is add to the cash in the bank.	3.33	0.67	Agreed
13	Cashless policy reduces the rate of theft in the business.	3.19	0.94	Agreed
Total Mean/SD		40.30	10.06	
Grand Mean/SD		3.10	0.77	Agreed

Source: Field work, 2023

Data in Table 1 revealed that the respondents agreed to all the items on benefit of cashless policy on economic activities of small-scale businesses. The grand mean for all the items was 3.10 while the standard deviations for all the items was 0.77 and this showed that the standard deviation were within the same range showing that the respondents were not wide apart in their ratings.

Research Question 2: What are the challenges of cashless policy on economic activities of small-scale businesses in Delta Central Senatorial District?

Table 2: Mean Analysis of Challenges of Cashless policy on economic activities of small-scale businesses in Delta Central Senatorial District

S/N	Research Items		SD	Decision
14	Insufficient financial infrastructure.	3.03	0.73	Agreed
15	Electricity power failure.	3.54	0.65	Strongly Agreed
16	Fraudulent practices.	3.00	0.78	Agreed
17	Insufficient point of sale (POS)	3.02	0.72	Agreed
18	System failure.	2.96	0.94	Agreed
19	Internet failure.	3.01	0.67	Agreed
20	Poor network connectivity.	3.02	0.71	Agreed
21	Debiting customers account without crediting the designated account.	3.22	0.86	Agreed
22	High charges and fees in some of the electronic channels.	3.62	0.92	Strongly Agreed
23	High rate of ICT illiteracy among the customers.	3.18	0.76	Agreed
24	Regular malfunctioning of machine making ATM cards to get trapped.	2.62	0.88	Agreed
Total Mean/SD		34.22	8.62	
Grand Mean/SD		3.11	0.78	Agreed

Source: Field work, 2023

Data on Table 2 showed that out of the 11 items listed on challenges of cashless policy on economic activities of small-scale businesses, the respondents agreed with 9 items (item 14, 16, 17, 18, 19, 20, 21, 23 and 24). The mean rating for these items ranges from 2.62 to 3.62. They strongly agreed with 2 of the items (item15 and 22) with the mean rating of 3.54 and 3.62 respectively. The grand mean of 3.11 means that all the small-scale business owners agreed to these challenges as challenges affecting small-scale businesses. The standard deviation for all the items were within the same range showing that the respondents were not wide apart in their ratings.

Hypothesis 1

There is no significant difference in the mean responses of small-scale business owner on benefits of cashless policy on economic activities of small-scale businesses in Delta Central Senatorial District, based on gender.

The null hypothesis was tested using t-test at 0.05 level of significance and the results was presented in Table 3.

Table 3: Summary of t-test analysis of male and female small-scale business owners on rating of benefits of cashless policy on economic activities of small-scale businesses in Delta Central Senatorial District

Gender	N	X	SD	t-valdf	P-value	Decision
Male	110	3.02	0.78	0.50 258	0.54	NS
Female	150	3.18	0.86			

Data presented in table 3 revealed that the t-value is 0.50 while the corresponding P-value is 0.54 at 258 degree of freedom. This value is greater than the alpha value of 0.05 ($p > 0.05$), which means that the respondents did not significantly differ in their mean ratings on the perceived benefits of cashless policy on economic activities of small-scale businesses in Delta Central Senatorial District as a result of gender. Therefore, the null hypothesis was retained.

Hypothesis 2

There is no significant difference in the mean responses of small-scale business owner on rating of challenges of cashless policy on economic activities of small-scale businesses in Delta Central Senatorial District, based on gender.

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

Table 4: Summary of t-test analysis of male and female small-scale business owners on rating of challenges of cashless policy on economic activities of small-scale businesses in Delta Central Senatorial District

Gender	N	X	SD	t-valdf	p-value	Decision
Male	110	3.12	0.75	1.37 258	0.78	NS
Female	150	3.08	0.82			

Data presented in table 4 revealed that the t-value is 1.37 while the corresponding P-value is 0.78 at 258 degree of freedom. This value is greater than the alpha value of 0.05 ($p > 0.05$). This indicated that there is no significant difference in the mean ratings of the responses of male and female small-scale business owners on their perceived rating of challenges of cashless policy on economic activities of small scale businesses in Delta Central Senatorial District. Therefore, the null hypothesis of no significant difference in the mean responses of small scale business owner on challenges of cashless policy on economic activities of small-scale businesses in Delta Central Senatorial District based on their gender was retained

Discussion of Findings

Findings in research question one indicated that small-scale businesses derive huge benefits from the implementation of the cashless policy such as faster transaction, reduced costs and risks related with physical cash collection arising from thefts, burglaries as well as financial loses in fire outbreaks, reduced crime rate, flexibility of payment, reduce risk of cash related crimes, faster access to capital, reduced revenue leakage and reduced cash handling cost. This is in line with the findings of Osazevbaru and Yomere (2015); Mamudu and Gayovwi (2019) who found that cashless policy reduced the high operational cost incurred, minimize the risk involve in the use of physical cash that occurs as a result of burglaries and thefts as well as financial loses in fire out breaks. Also, this findings is in conformity with Echeboba and Ezu in Acha, Kanu and Agu, (2017) who stated that cashless policy brings about faster transactions. The findings corroborates that of Oyewole, Gambo and Onuh (2013) that electronic payments will assist business people sprout their customer base and resource pool, far beyond the confines of their current geographic area.

The findings on hypothesis one revealed that there is no significant difference in the mean responses of small-scale business owner on benefits of cashless policy on economic activities of small-scale businesses in Delta Central Senatorial District, based on gender. Therefore, the null hypothesis of no significant difference was retained.

The findings from research question two showed that small-scale businesses are confronted with a lot of challenges with the implementation of the cashless policy in Delta Central Senatorial District such as insufficient financial infrastructure, electricity power failure, system and internet failure and high rate of ICT illiteracy among the customers. This finding is in agreement with that of Osazevbaru and Yomere (2015); Acha, Kanu and Agu, (2017) who found that cashless policy implementation lack financial infrastructure, electricity infrastructure and that the level of literacy of the people also affect the policy.

The findings on hypothesis two revealed that there is no significant difference in the mean responses of small-scale business owner on challenges of cashless policy on economic activities of small-scale businesses in Delta Central Senatorial District, based on gender. Therefore, the null hypothesis of no significant difference was retained.

Conclusion

Based on the study's findings, it was therefore concluded that, despite the various benefits received from the cashless policy, there are several elements that work against the policy and thereby have negative impacts on economic activities of small-scale businesses. As the study's purpose was to determine the impact of cashless policy on the economic activities of small-scale businesses in Delta Central Senatorial District, proper attention and consideration must be given to eliminating all factors that can impede effective implementation of the policy in order for small-scale businesses to reap the full benefits of the policy.

Recommendations

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

1. Small-scale business owners should make adequate use of the e-channels in making and receiving payment for transactions since it helps to reduce the level of stress, revenue leakage and cash handling cost.
2. The government should ensure that there is constant electricity power supply to rural and urban areas of the State since the cashless policy make use of e-channels that require electricity.
3. Banks should organize a seminar for their customers to teach them how to make use of e-channels in making payment for goods and services purchased and also beef up their security to ensure there are no leakages for fraudsters to tamper with their system.
4. National Communication Commission and the banks need to improve the network system to avoid fund transactions failure.

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SOCIAL SUPPORT, COPING STRATEGIES AND ACADEMIC ADJUSTMENT AMONG JUNIOR SECONDARY SCHOOL BOARDERS IN UGHELLI NORTH LOCAL GOVERNMENT AREA, DELTA STATE, NIGERIA

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Abstract

The purpose of the study was to investigate the association between social support, coping strategies and academic adjustment among junior secondary school boarders in Ughelli North Local Government area, Delta State, Nigeria. Three research questions were raised to guide the study, the correlational research design was used. In Ughelli North Local Government area, Delta State, 2600 junior secondary school one students make up the population of the study. The sample size was 250 using simple random sampling and purposive sampling techniques. Three instruments were used: Social Support Scale (SSS), Coping Strategies Scale (CSS) and Academic Adjustment Scale (AAS) to collect data. The reliability of the instruments was determined through Cronbach Alpha and it yielded 0.65, 0.68 and 0.71 respectively. All the three instruments used for data collection in this study were adapted and the items in the instruments were clearly explained by the researchers to the respondents for proper understanding before responding to it. Pearson Product Moment Correlation was used to answer research question 1-3. The study shows that social support and coping strategies have significant positive relationship with academic adjustment. Based on the findings, it was recommended among others; that students should go for counselling and should be taught how to schedule their time effectively in order to make necessary adjustment in their academic, personal- socio activities, emotional demands and follow the rules and regulations of the school and more professional counsellors should be employ to assist students to adjust to the new school environment.

Keywords: Social Support, Coping Strategies, Academic Adjustment, Boarding Students.

Introduction

Young children may find the transition from primary to secondary school to be quite difficult and as a result, the majority of children are not adequately prepared for the psychosocial realities of secondary schooling. JSS one (1) boarding students frequently struggle with the challenges of adjusting to living away from family and close friends, adjusting to the new school setting, having the independence to manage one's own affairs, and creating new connections with classmates, teachers and other members of the school environment.

Young children must study and internalize the character as well as the rules and regulations that guide the school they are attending in order to be prepare to deal with these obstacles in this new academic environment. Students' transition to secondary education is determined by how they approach these problems and how much they engage with the chances that are offered to them.

Adjustment is a continuous process in which a person may alter their behaviour as part of the ongoing process of adjustment in order to have a better positive relationship with both themselves and the environment in which they live (Salami, 2011). It may imply adjusting one's perspective and manner of living to the needs of the situation. Furthermore, a person's response to the psychological, physical, and social demands of oneself, other people, and the environment has also been described as adjustment. This suggests that learners may adapt to any situation they encounter, whether in the school, family, job, or relationship. Based on the above definitions, adjustment can be characterized as a person's general

adaptation to their surroundings and the demands of life. Academic, social, personal and institutional adjustments are the four different categories of adjustment. Social adjustment is an effort made by a person to adapt effectively with the standards, values and needs of the society in order to be acceptable. It has been shown that children who are traumatized during childhood and adolescence show low level of social competence and acceptance and tend to be isolated, rejected and generally have worse relationships with others (Odojin & Ugoji, 2023). Social adjustment also refers to how kids participate in social activities, whereas academic adjustment is how students manage or deal with their school activities, Personal adjustment refers to how a student may feel or perceive their physical selves. A student level of satisfaction with their current school and with their educational experience in general is referred to as their institutional attachment adjustment. (Baker, McNeil, Stryk, 2007). Some college students participate in vices such as cultism, carrying weapons, kidnapping, and smoking, binge drinking and drug addiction. These are a few examples of adjustment issues in secondary schools, and due to secondary school students' unstable behaviour in the classroom, the learning environment is not always safe. Most secondary school students are not psychosocially and academically well-adjusted because they are not able to interact with others or their peers positively. They engage in illicit sex, kidnapping, ritual killing, internet fraud, drug addiction, emotionally instability, disorganization and may also lack human feelings, such negative behavioral traits displayed by secondary school students could result in violence, aggression, and bullying (Odojin & Okoh, 2023).

The researchers personal experience has shown that most Junior secondary school one (JSS1) students are bound to move from home to attend boarding schools of learning which may reduce contact and social support from parents/guardians and friends. Also, the new school environment in which the children find themselves with new kinds of procedures and new people is capable of creating emotional and psychological problems. The students would like to establish new relationships which may not be achieved overnight. Living in dorms or halls with other students can present special problems particularly when roommates come from diverse racial, cultural and religious backgrounds with different value system. New secondary school students should follow lesson plans and teaching techniques, as well as the rules and regulations of the school.

Social support is one factor that can play a role on student's academic adjustment, Gurung (2006) define social support as the feeling of being loved, cared for, and valued by others. Children who receive social assistance may find it easier to cope with high levels of stress and adapt to their schoolwork. Satisfaction with social support is affected by personality factors Such as self-esteem and a feeling of control over the environment.

Two important elements of social support include having people one can turn to in times of need and the satisfaction one derives from it. Self-esteem and a sense of environmental control are examples of personality traits that have an impact on how satisfied one feels with social assistance. When necessary, social support might come from friends, family, teachers, coworkers, teachers, the community or any other social group (Yasin and Dzulkifi, 2010).

Coping strategies is defined as an individual's ability to manage specific external and internal conflicts that are appraised as exceeding the resources of the individual. The individual's coping strategies are very important in sustaining the total functioning during a stressful event. (McNulty, 2014).

Coping strategies is divided into problem-focused coping strategies, the ability to manage the source of stress, and emotion-focused coping strategies, the ability to manage emotional responses to a stressful situation. McNulty (2014). Individuals prefer to deal directly with the stress by confronting, controlling, or managing stressful tasks. Emotion-focused coping falls under the broader category of avoidant coping, the way people cope depend on the resources that are available to them, one important psychological resource for coping is viewing oneself positively. Children may not be able learn properly when they are faced with problems related to physical and social environments which confronts them like death or loss of a friend and inadequate social support.

Attending institution of learning such as secondary school gives students the opportunity for psychosocial development or adjustment. However, the transition from primary school to secondary could be a life changing period for many adolescents. Entering secondary school for the first time especially boarding students may be a serious strain and serious stressor, as a result of leaving home from parents and friends, trying to establish new social relationships, increased academic demands, as well as coping with

the new school environment. Students, who are newly admitted into secondary schools, now realize that learning and teaching methods are different from the primary school level as there are more assignments, examinations and classwork. All of these could result in emotional and psychological strain for the students.

Based on these, the study of social support, coping strategies and adjustment of junior secondary school one boarding students (JSSS 1) becomes very important. The problem of this study therefore, is to find out the extent of the relationship between social support, coping strategies and adjustment of junior secondary school one boarding students (JSSS 1) in Ughelli North Local Government Area, Delta State, Nigeria.

Research Questions

The following research questions guided the study:

1. What is the relationship between social support and academic adjustment of junior secondary school one boarding students?
2. What is the relationship between coping strategies and academic adjustment of junior secondary school one boarding students?
3. What is the joint impact of social support, coping strategies and academic adjustment of junior secondary school one boarding students?

Methods

This study adopted correlational research design and involved an estimated number of 2,600 Junior Secondary School One Boarding (JSSS 1) students in Ughelli North Local Government Area, Delta State. The sample size of the study comprised of (250) students drawn using Simple random sampling technique and purposive sampling technique. Three research instruments were used for data collection, Social Support Scale (SSS), is an adapted questionnaire to measure the level of social support of persons available to students and the overall level of satisfaction given to them. Coping Strategies Scale (CSS) is a self-report questionnaire which was developed to measure the coping strategies students use during a particular stressful situation and Academic Adjustment Questionnaire (AAQ) is a self-report questionnaire to measure the students' adjustment in academic learning. The instruments were responded to and scored on 4 point scale of strongly Agreed (4), Agreed (3), Disagreed (2), and strongly Disagreed (1). The face and content validity of the research instruments were conducted by experts in measurement and evaluation to ensure that the items of SSS, CSS, and AAQ were clearly stated and relevant to the study. All the three instruments used for data collection in this study were adapted. The items were clearly explained by the researchers to the students for proper understanding before responding to it. The Cronbach Alpha Technique was used in determining the reliability coefficient value of SSS, CSS, and AAS and it yielded 0.65, 0.68 and 0.71 respectively. The data collected were analyzed using Pearson Product Moment Correlation Statistics.

Results

Research Question 1: What is the extent of relationship between social support and academic adjustment of junior secondary school one boarding students (JSSS 1) in Ughelli North Local Government Area, Delta State?

Table 1 showed the extent of relationship between social support and academic adjustment of junior secondary school one boarding students (JSSS 1)

R	r ²		Adj r ²	Std.Error		B	
0.52	0.27		0.27	4.34		0.65	
Model Summary							
	Sum of sq	df	Mean sq	F	α	sig	Result
Regression	1753.956	1	1753.956	93.16	0.05	.000	Significant (rejected Ho)
Residual	4669.280	248	18.828				
Total	6423.236	249					

Table 1 revealed that $r = 0.52$, $r^2 = 0.27$, adjusted $r^2 = 0.27$, standard error = 4.34 while $B = 0.65$, from the r values, model summary shows the calculated $F = 93.16$ while sig value is 0.000. Hence, since sig value ($p = 0.000 \leq 0.05$) is less than 0.05 alpha, the null hypothesis is rejected. This means that social support has significant relationship with academic adjustment among junior secondary school one boarding students (JSSS1) in Ughelli North Local Government Area, Delta State.

Research Question 2: What is the extent of relationship between coping strategies and adjustment of junior secondary school one boarding students (JSSS 1) in Ughelli North Local Government Area, Delta State?

Table 2 showed the relationship between coping strategies and adjustment of junior secondary school one boarding students (JSSS 1).

r	r ²	Adj r ²	Std.Error	B
0.72	0.51	0.51	3.55	0.62

Model Summary							
	Sum of sq	df	Mean square	F	α	sig	Result
Regression	3291.722	1	3291.722	260.69	0.05	.000	Significant
Residual	3131.514	248	12.627				(rejected Ho)
Total	6423.236	249					

Table 2 showed r to be 0.72, $r^2 = 0.51$, adjusted $r^2 = 0.51$, standard error = 3.55 while unstandardized $B = 0.62$, from the r values, it is seen that coping strategies has a relationship of 0.72 with academic adjustment. The model summary shows the calculated $F = 93.16$ while sig value is 0.000. Hence, since sig value ($p = 0.000 \leq 0.05$) is less than 0.05 alpha, the null hypothesis is rejected meaning that coping strategies has significant relationship with academic adjustment among junior secondary school one boarding students (JSSS1) in Ughelli North Local Government Area, Delta State.

Research Question 3: What is the extent of relationship among social support, coping strategies and adjustment of junior secondary school one boarding students (JSSS 1) in Ughelli North Local Government Area, Delta State?

Table 3 showed the relationship among social support, coping strategies and adjustment of junior secondary school one boarding students (JSSS 1).

R	R ²	Adj R ²	Std.Error	B			
0.74	0.54	0.54	3.45	0.52			
Model Summary							
	Sum of Sq	df	Mean Sq	F	α	sig	Result
Regression	3490.496	2	1745.248	146.99	0.05	.000	Significant
Residual	2932.740	247	11.873				(rejected Ho)
Total	6423.236	249					

Table 3 showed R to be 0.74, $R^2 = 0.54$, Adjusted $R^2 = 0.54$, Standard Error = 3.45 while unstandardized $B = 0.52$, from the R values, it is seen that social support and coping strategies has a joint relationship of 0.74 with academic adjustment. The unstandardized B value shows that for every additional increase or decrease in the values of social support and coping strategies, there will be a corresponding increase or decrease of 0.52 units in the values of academic adjustment. The model summary shows the calculated $F = 146.99$ while sig value is 0.000. Hence, since sig value ($p = 0.000 \leq 0.05$) is less than 0.05 alpha, the null hypothesis is rejected meaning that social support and coping strategies jointly has significant relationship with academic adjustment among junior secondary school one boarding students (JSSS1) in Ughelli North Local Government Area, Delta State.

Discussion

Findings one reveals a significant relationship between social support and academic adjustment among junior secondary school one students in boarding schools in Ughelli North Local Government Area, Delta State. This means that a student who is socially supported such as; the number of available persons

that he or she can rely on at the time of need, and the level of satisfaction he or she has with the support tend to properly adjust to the school environment than those students who do not have these fundamental components of social support. The present study supports that earlier reported by Holahan, Valentiner & Moos (2008) who found that social support from both parents was positively associated with psychological adjustment. This study also supported the findings of Odofin & Okoh (2023) who revealed that there was a significant joint relationship between personality traits of Openness to experience, conscientiousness, extraversion, agreeableness, neuroticism and psychosocial adjustment of first year undergraduate students.

This study also supported that of Cutrona, Cole, Cocangelo, Aaouline & Russel (2007) which revealed a significant positive relationship between parental social support and predicted pre-college academic performance.

Findings two reveals a significant relationship between coping strategies and academic adjustment among junior secondary school students in boarding schools in Ughelli North Local Government Area, Delta State. This means that the extent or ability of a student to adjust academically can determine how he/she can directly confront and manage the source of stress and the ability to take active steps in trying to deal with it. The present finding supports that of Hampel and Petermann (2005) which revealed that coping strategies were related with adjustment.

Findings three reveals a significant joint relationship among social support, coping strategies and academic adjustment of junior secondary school students in boarding schools. This findings supports the report of Ward and Kennedy (2007) who found a significant relationship among avoidant coping, humour, approach coping, acceptance, social support and adjustment process.

Conclusion

Based on the results in this study, it can therefore be concluded that social support and coping strategies have positive impact on academic adjustment among junior secondary school one students in boarding school in Ughelli North Local Government Area, Delta State, Nigeria.

Recommendations

From the findings above, the following recommendations were made:

1. Students should be taught how to schedule their time effectively and balance their academic, personal- socio activities and follow the rules and regulations of the school.
2. Counsellors should provide adequate information to the students of the amount of social support available to them from parents, guardians, teachers, hostel wardens, for them to access these available services whenever they encounter challenges in their new school environment.
3. Counselling and Educational psychologists should organize guidance programmes for social support and coping strategies in developing the students adjustment to their new school.

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EFFECTIVE FORMULATION AND IMPLEMENTATION OF STUDENTS' CODE OF CONDUCT IN PRIVATE SECONDARY SCHOOLS IN WARRI/EFFURUN METROPOLISES, DELTA STATE, NIGERIA.

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Abstract

The study was carried out to determine teachers' and students' perceptions of the factors that determine effective learners' code of conduct formulation and implementation in some selected private secondary schools in Warri and Effurun metropolises. Ex-post-facto design which employed the survey method was used in the study. The instrument tagged „Private Secondary Schools' Teachers' and Learners' Perceptions of the Effective Formulation and Implementation of Learners' Code of Conduct Questionnaire (PSSLPEFILCCQ) which comprised twenty-nine items was used to obtain data from 84 respondents in the study area. Three research questions and two hypotheses guided the study. Data were analysed using mean and standard deviation for research questions at 2.50 and above as level of acceptance and t-test for hypotheses at 0.05 level of significance. The result revealed that factors such as meaningful engagement of all the stakeholders in the school, consideration for legal issues both at the learners' code formulation and implementation processes are key factors for the effective formulation and implantation of learners' code; it was also revealed that the code is effectively implemented, hypotheses analysis revealed significant differences in mean perception of teachers and learners as to the determinants of effective learners' code formulation and implementation. Arising from the findings, it was recommended that secondary school authorities should endeavour to involve all the stakeholders of the school as well as give apt consideration to legal and cultural issues in the course of formulation and implementation of learners' code of conduct.

Introduction

Education is a transformation tool. It is the only tool known to man as a means of individual character transformation and society reformation. The substance of education is to produce refined individuals with the capacity to engender an orderly society. Thus, Pontua (2015) observed that education is the critical tool used in the transformation of individual in particular and society in general. The believe that education is transformational, presupposes that uneducated individual or society will remain primitive, crude and uncouth with the capacity for anarchy and social disharmony. For the school to succeed in the task of individual and societal transformation, it must have in place rules and regulations that only do not determine behaviour, but must also model behaviour among stakeholders of the school community. Federal Government of Nigeria (2019), noted that education is an important mechanism for the social, emotional and psychological development of young people; thus, school rules play vital roles which enable the school to run smoothly. In fact, the FGN (2019) document observed that rules enable the learners to benefit from the education that the school offers, and that if such rules did not exist the school could become chaotic and deter learning. What many schools (especially private) in Nigeria have done is to fine tune the federal government school rules to suit their context. In doing this, they however seem not to give credence to such factors that determine the success or the otherwise of the rules. These rules are generally termed code of conduct.

The cardinal pursuit of the school is to provide formal (organised) education. This indicates that the school is saddled with the task of producing organised individuals with the acceptable social behaviour. Although, there is the thinking that the content of the curriculum as designed and developed is capable of transforming the individual, it must be stated that these individuals come to the school as raw input with varying behavioural tendencies, as reflected in their various background and circumstances (Bill 2015). It is to this end that learners display behaviour that are inimical to the success of the cardinal purpose of the

school both for the individual learner and the community or society in general. These varying behavioural tendencies pose a serious discipline issue in schools. The challenge of learners' misbehaviour or indiscipline is a world-wide problem. According to Patrick & Ursulla, (2018), Aswani (2010), Sushila (2004), researches conducted in developed countries such as the USA, Europe, UK, France, and Spain highlight the deteriorating discipline nature in their schools. To curb this problem, a democratic discipline measure is being adopted in the form of collective school rules and regulations.

One of the challenges faced by secondary school heads/administrators is that of disciplinary problems. The exposure of students to the media (print, electric and especially social) and globalization have complicated learners' behavioural problems as they have learnt all manners of unacceptable behavioural exhibition geared towards distractive, disruptive and destructive conduct. No school can survive, or achieve its goal of learners' transformation where the focus or object (learners) of the transformation process is unwilling to cooperate with the system. The incessant report of learners' different forms of misbehaviour like noise making, unacceptable sexual behaviour, refusal to engage in curricular activities within and outside the classroom, engaging in nefarious group activities, destruction of other learners' property and school's property among others has necessitated heads and administrators of secondary schools to design various means of curbing this ugly tide in Nigeria. One of such means or measures designed by secondary schools' heads/administrators to curb these misbehaviour tendencies is the articulation, drafting and implementation of code of conduct for learners.

In recent times, most private schools in Nigeria are beginning to take seriously the issue of code of conduct for learners. Thus, they have woken up to the exigencies of well-articulated and written code for learners in secondary schools. Copies of these codes are also given to and signed by either the learner, parents or in often cases by both the learner and parents. Of note are the big private schools in major cities in Nigeria. This is becoming more so as the historical religiously dominated schools are giving way for secularism. Thus, the religious philosophy upon which most pre-independent and early post independent schools were based and administered no longer subsist. Also, the wave of globalization and constitutional (human rights) issues have made it imperative that discipline requirement/enforcement must be a kind of mutual agreement between the schools and the learners on the one hand, and between the schools and the parents on the other hand.

A code of conduct is a set of guidelines that details the set of recognised ethical norms, or values or standards of acceptable behaviour (Efayena, 2021). Codes of conduct are typically developed at national levels and rolled out among schools to ensure institutional and legal back up (Elmene, 2005). The import of the above indicates that any code of that does not derived from the educational legal framework of the state is likely going to be regarded as null and void. The objective of code of conduct for learners is to make the school orderly, safe place where learners learn good behaviour, and consideration for others which will ultimately lead to a better future for both the individual and society at large. Also of great importance is the fact that the content of the code of conduct has to be properly implemented and enforced to ensure it serves the purpose of assisting to achieve the transformational objective of the educational system.

The presence of a well-articulated code of conduct, that has its tenets hinged on the Education Law and the National Constitution are pivotal in several ways. Some of the relevance of the code of conduct in secondary schools according to Pierre and Vusi (2018) are but not limited to: i) acquaint the learner with the moral expectation of the school. ii) gives the learners' parents an insight into the behaviour expected of their wards, iii) serves as document of agreement between the learner and the school, and between the parents and the school on the other hand, iv) helps the teacher to ascertain what constitutes an offence, as well as the commensurate punishment, v) guides the teacher against overreaching his/her bounds, vi) sets out to protect learners among peers, vii) reflects the school's overall mission, vision and objectives, viii) ensures general school safety and protection, ix) prevents learners generally from making bad or bias decision, etc.

The above, ultimately, suggests that compliance to the code of conduct ensures the successful realization of the school disciplinary policies, by extension a measure factor for the achievement of the school general goal. Elmene (2005) concluded in his work that a code of conduct promotes a disciplined school and safe school environment, and is dedicated to the improvement and maintenance of quality

education. As a legal document, the code must comply with certain legal requirements because possible legal consequences for learners may ensue; fundamentally, a school code of conduct must give serious consideration to issues of fundamental human rights (Joubert 2008). Thus, Mariette (2019), Rolien (2003) reported that failure to incorporate constitutional developments that impact on school discipline have implication for the success of the code. The studies revealed that regard for legal issues in the code for learners will invariably safe-guide the school against breach of learners' fundamental human rights, as well as protect the learner. Federal Government of Nigeria, TCRN (2013), clearly states that the rights of the child must be given adequate place in any form of discipline. Section 33 of the TCRN (2013), states the teacher should have respect for the learners right and dignity without prejudice to gender, race, religion, tribe, colour, physical characteristics, place of origin, age, etc. Of course, the code is a discipline management instrument within the teaching and learning space. In Turkey for instance, there is clear and detailed regulations regarding discipline at every level of education (Ricardo and Irem, 2013). In situation such as the Turkey experience, all the school head has to do is simply rely on the state document in the discharge of disciplinary measures.

An effective implementation of any code would depend on the involvement of the stakeholders. Hence the involvement of the school board from the very beginning is crucial. The school board, if any, must not be brought in for the purpose of ratification (Heystek, 2004). In essence, the school board should be at the forefront of the drafting and the implementation of the code. Unfortunately, most private schools in Nigeria lack school boards.

Another stakeholder relevant to effective implementation of learners' code of conduct is the Parents Teachers' Association (PTA). This is a formal recognised body which membership include teachers, and individuals whose wards, are officially registered as learners in a certain school (Mutinda, 2013). A functional PTA plays a major role in almost every activity of the school. The PTA provides parents and teachers the opportunity to deliberate on issues and ways of up scaling the quality of education rendered in the school (Chidi and Akinwale, 2018). The involvement of PTA in the drafting and execution of learners' code of conduct becomes pertinent due to the fact that they are the closest to the learners. Because parents are the closest to learners, they understand learners' behaviour and needs better (Akpan, 2014). The relationship and extent of time parents spend with their children at home, provide the parents ample knowledge that they would need to bring to the code formulation and implementation table. Hence, the school must make frantic efforts to bring the parents on board from the outset of the learners' code formulation (Manamela, 2015). The involvement of the parents serves as a buffer for the implementation of the code from the outset, they should be considered as cardinal part of the evolvement of the code.

Since the teacher plays a prominent part in the implementation process of the code, it behoves the school management to not only carry the teachers along, but ensures that the teachers from the very onset are meaningfully engaged in the drafting stage/process of the learners' code of conduct (Wanda, 2021). The teachers in the school system seem to be closest to the learners. This is as a result of their daily one-on-one relationship with the learners, which offers them quality insight into the behavioural tendencies of the learners. Again, the onset meaningful engagement of the teachers, foster their sense of commitment to the execution process rather than seat aloft. Several school boards/management only announce to teachers in staff meetings the presence of a ready code of conduct for learners (National Educational Welfare Board NEWB, Dublin, 2008). This situation gives the teachers a sense of inclusion and genuine participation. One of the very essential reasons for meaningful engagement of teachers during the process of the code formulation is that it does not only give them a sense of ownership but significantly enhance a collaborative implementation of the code among teachers (Rogers 2006, Lee, 2007). Vusi and Pierre (2018), in their study noted that the exercise and import of drafting and execution of learners' code of behaviour will amount to nothing, if all school stakeholders are not democratically engaged in the process. Majid, et-al (2016) reported that for any ethical code to be successful, it must give adequate concern to the cultural menu of the individual that make up the group. Regard and recognition for the basic cultural orientations of

the learners as accommodated in the code inspire both the learners and parents to comply as well as own the regulation instrument

This study becomes very significant today more than ever due to the very fact that our society is becoming more liberal as well as democratic. People want to be part of the decision making process of the rules and regulations that must govern their affairs, especially in a social context like the schools. Hence, the entire school stakeholders' participation in the learners' code formulation and implementation becomes justifiable. To these group, the findings of this study becomes essential. In every society, fairness, equity and justice are major pillars for individual and community survival. Any society or organization that fails to be fair in relating with its members, has clearly opted for lawlessness and disorder. So, no matter how well articulate and encompassing is a code, if the entire stakeholders are not given priority, it invariably fails to achieve its set goals.

Statement of the Problem

Parents, teachers, school authorities and other stakeholders within the education sector seemed to be agitated by why school regulations are failing to comprehensively serve their aim. The rising cases of learners' indiscipline which has resulted in obvious negative implication for the learners as indicated in the tense nature of many schools today; and also as manifested in the impeded achievements of the school goals in general and turning the school to a breeding ground for anarchy; no doubt gives credence to the school stakeholders concern. However, the school board or management is the most hit. This is so because the school management is daily on ground feeling the palpating and pulsating impact of learners' indiscipline. The democratic nature of society, legal or constitutional issues surrounding the child rights and educational legislation have made it imperative for schools to draft and execute learners' code of conduct. The question however, is what factors aid the effective formulation and implementation processes of learners' code of conduct? Thus, the crux of this study is to determine teachers' and learners' perceptions of the factors that determine the effective formulation and implementation of learners' code of conduct in private secondary schools in Warri and Effurun metropolises, Delta State, Nigeria.

Research Questions

The following research questions have been raised to guide the study.

1. What factors determine effective learners' code of conduct formulation in private secondary schools in Warri/Effurun Metropolises?
2. What are the factors that determine effective learners' code of conduct implementation in private secondary schools in Warri/Effurun Metropolises?
3. Is the learners' code of conduct effectively implemented in private secondary schools in Warri/Effurun Metropolises?

Hypotheses

1. There is no significant difference between teachers' and learners' mean perceptions of the factors that determine effective formulation of learners' code of conduct in private secondary schools in Warri/Effurun metropolises.
2. There is no significant difference between teachers' and learners' mean perceptions of the factors that determine effective implementation of learners' code of conduct in private secondary schools in Warri/Effurun metropolises.

Methods

This study adopted the *ex-post-facto* research design of the descriptive survey method. The participants for the study were drawn from six (6) secondary schools, three (3) schools from each metropolis. 280 teachers: 140 teachers from each metropolis; and 372 senior secondary school students; 186 from each metropolis. The population for the study is 652, from which a sample of 84 respondents were chosen using purposive sampling technique. The choice of metropolitan private secondary schools was influence by the fact that most rural areas do not have private secondary schools; and were they have, the schools operate below the standard of a conventional secondary school. Data were collected using a self-developed instrument entitled *Private Secondary Schools' Teachers' and Learners' Perceptions on the Effective Formulation and Implementation of Learners' Code of Conduct Questionnaire (PSSTLPEFILCCQ)*. The

instrument was designed to gather information on teachers' and learners' perception on effective learners' code formulation and implementation in private secondary schools. The instrument was sub-divided into two sections: A and B. Section A solicited information on respondent demographic variables while B focused on items which generated data bearing the crux of the study in mind. Four-point rating scales of Strongly Agreed (SA =4), Agreed (A=3), Disagreed (D=2) and Strongly Disagreed (SD=1) was used by respondents in rating their opinion without bias. Face and content validity were applied in validating the instrument which was further subjected to a reliability test using 30 respondents who were not part of the main study. Test re-test reliability test was used and the scores were computed using Pearson Product Moment Correlation Statistics and a coefficient of 0.82 was attained indicating a high reliability index. Data were analysed with descriptive statistics of mean ratings and standard deviation in providing answer to the research questions with 2.50 benchmark, and inferential statistics of t-test in testing the hypotheses employing 0.05 level of significance.

Presentation of Results and Discussion

Research Question 1: What are the factors that determine effective learners' code of conduct formulation in secondary schools in Warri/Effurun metropolises?

Table 1: Mean and Standard Deviation of teachers and learners perceptions of the factors that determine effective learners' code of conduct formulation in secondary schools in Warri/Effurun metropolises.

SN	Determinants of effective learners' code formulation	Mean	SD	Decision
1	School management's involvement in the code formulation process	2.94	0.90	Agreed
2	Teachers' involvement in the code formulation process	2.57	0.50	Agreed
3	Engaging learners in the formulation process	2.55	0.87	Agreed
4	Parents involvement in the code formulation process	3.27	0.85	Agreed
5	Consideration for constitutional issues in the code formulation process	3.37	0.90	Agreed
6	Respect for fundamental human rights issues	1.24	0.67	Disagreed
7	Abiding by the provision of the Educational Law in the code formulation process	2.13	1.26	Disagreed
8	Consideration for cultural issues during the code formulation	3.07	0.58	Agreed
9	Engagement of all the school stakeholders	2.68	0.84	Agreed
GRAND MEAN		2.65	0.82	Agreed

Table 1, showed that items 6 and 7 had a mean score below 2.50, while the remaining items have mean scores above the cut off mark of 2.50. However, the grand mean of 2.65 which exceeds the cut-off mark of 2.50 showed that respondents considered these factors as determinants of effective learners' code of conduct formation.

Research Question 2: What are the determinants of effective learners' code of conduct implementation in secondary schools in Warri/Effurun metropolises?

Table 2: Mean and Standard deviation of teachers and learners perceptions of the effective learner's code of conduct implementation in secondary schools in Warri/Effurun metropolises

S/N	Determinants of effective learners' code implementation	MEAN	SD	DECISION
1	School board should be involved in the implementation of the code for its effectiveness	3.24	0.77	Agreed
2	Learners' code is effectively implemented when school management is involved	3.12	0.95	Agreed
3	Learners' involvement enhances effective code implementation	3.05	0.69	Agreed
4	Parents Teachers Association PTA engagement boosts learners' code implementation	3.19	0.86	Agreed
5	Teachers' involvement in the implementation of learners' code enhances its effectiveness	3.07	0.60	Agreed
6	Learners' code of conduct enjoys seamless implementation with constitution backing	2.94	0.75	Agreed
7	Learners' code is effectively implemented when fundamental human rights issues are respected	3.34	0.95	Agreed
8	Possession of the learners' code of conduct by learners enhances its effective implementation	2.98	0.89	Agreed
9	Clear communication of the content of the learners' code of conduct boosts implementation	3.23	0.70	Agreed
10	Learners' code of conduct is effectively implemented when the entire school is involved	3.05	0.89	Agreed
11	Fairness to all learners is key to effective implementation of the code of conduct	2.89	1.24	Agreed
GRAND MEAN		3.11	0.84	Agreed

Table 2 showed that all the items have mean score above the cut off mark of 2.50. This is an indication that all the respondents considered the items as determinants of effective learners' code of conduct implementation.

Research Question 3: Is the learners' code of conduct effectively implemented in secondary schools Warri/Effurun metropolises?

Table 3: Mean and Standard Deviation of teachers and learners perception of learners' code of conduct effective implementation in secondary schools in Warri/Effurun metropolises.

S/N	Determinants of effective learners' code	MEAN	SD	DECISION
12.	School management board rely on the learners' code when effecting disciplinary action	3.14	0.84	Agreed
13.	Teachers depend on the provisions of learners' code when discharging disciplinary responsibility	3.07	0.89	Agreed
14.	School management is fair in the implementation of the learners' code	3.10	0.61	Agreed
15.	The use of learners' code has reduced disciplinary problems among learners	2.69	0.92	Agreed
16.	Parents are satisfied with the implementation of the learners code	3.36	0.65	Agreed
17.	There has been less indiscipline in the school since the launch of the learners' code	3.12	0.94	Agreed
18.	The school disciplinary committee is fair in the implementation of the learners' code	2.83	0.95	Agreed
19.	The learners' code is generally fairly implemented within the school system	3.50	0.70	Agreed
20.	The learners' code of conduct is implemented without partiality within the school system	2.81	0.81	Agreed
	GRAND MEAN	3.07	0.81	

Table 3 shows that the learners' code of conduct is effectively implemented; as all the items under effective implementation of the learners' code recorded mean score above the 2.50 cut off benchmark.

Hypothesis 1

There is no significant difference between teachers' and learners' mean perceptions on the determinants of effective learners' code of conduct formulation in secondary schools in Warri/Effurun metropolises.

Table 4: t-test analysis of teachers' and learners' mean perception on the determinants of effect of learners' code of conduct formulation in secondary schools in Warri/Effurun metropolises.

Variables	N	Mean	SD	DF	T	P-value
Teachers	34	23.06	2.40	82	-2.238	0.028
Learners	50	24.32	2.62			

Table 4, showed the t-value of -2.238 and a p-value of 0.028. Testing the null hypothesis at an alpha level of 0.05, the p-value of 0.028 was less than the alpha level of 0.05. Therefore, the null hypothesis was rejected. This implies that there is a significant difference between teachers' and learners' mean perception on the determinants of effective learners code of conduct formulation in favour of learners.

Hypothesis 2

There is no significant difference between teachers' and learners' mean perception on the determinants of effective learners' code of conduct implementation in secondary schools in Warri/Effurun metropolises.

Table 5: t-test analysis of teachers' and learners' mean perception on the determinants of effective learners' code of conduct implementation in secondary schools in Warri/Effurun metropolises.

Variables	N	Mean	SD	DF	t- cal	P-value
Teachers	34	31.47	4.05	82	-5.739	0.000
Learners	50	36.06	3.25			

Table 5, showed the t-value of -5.739 and a p-value of 0.000. Testing the null hypothesis at an alpha level of 0.05, the p-value of 0.000 was less than the alpha level of 0.05. Thus the null hypothesis was rejected. This indicates that there is a significant difference between teachers' and learners' mean perceptions on determinants of effective learners' code of conduct implementation.

Discussion of Findings

The findings revealed that for learners' code of conduct to be effectively formulated, it should entail a process in which the school management/board, teachers, parents, learners, and indeed all that is involved within the school system are meaningfully engaged in the process. This finding is in consonance with Joubert (2008) and Heystek (2004) who reported that school management/board play cardinal roles in learners' code of conduct success. As to the place of teachers in learners' code formulation, this study is in sync with the positions of Wanda (2021), Rogers (2006) and Lee (2007) on the need to actively engage teachers at the stage of drafting learners' code of conduct. The study clearly indicated that an effective learners' code formulation process should be democratic in nature by involving all the stakeholders; as such, the current study corroborates the findings of Pierre and Vusi (2018) which found that the engagement of the school community stakeholders is a veritable strategy for an effective learners' code of conduct. However, while on consideration for constitutional (human rights) issues, education law, the present study is not in sync with Mariette (2019) who reported that constitutional issues must be reflected in the code of conduct for all schools. Furthermore, cultural orientation gives credibility to learners' code of conduct as supported by the study of Majid, Ahad and Shirin (2016) which reported that consideration for cultural issues is key to the success of any code. Result of hypothesis showed that significant difference does exist between teachers' and learners' opinions on determinants of learners' code of conduct effective formulation process.

Findings showed that effective implementation of learners' code of conduct is a function of collegiate approach as such that it involves school management, parent teachers association, teachers and learners' active collaboration as well as prior clear communication of the code to every stakeholder of the school community, this is also the position of Mutinda(2013) and Akpan (2014) who hold that conscious involvement of the school community in both at formulation and implementation levels holds positive prospect for the success of the learners code of conduct. Manamela (2015) study revealed the conflict that exist when parents are not deliberately incorporated into their children's school life by the school, to this end, this study is in sync with Manamela's findings. Regard for legal issues as it concerns constitutional issues on human rights and the education law in the course of implementing the code is a sure way to its success. This finding on consideration for legal issues on code formulation is in agreement with Mariette (2019) and Richardo and Ireme (2013) whose study affirm that compliance with legal enactment improve school code execution level.. Hypothesis finding thus reveal that consequential difference exist in terms of difference in the mean perception of teachers and learners with regard to learners code of conduct implementation.

It was also revealed that the learners' code of conduct is effectively implemented as the school management/board rely on the provisions of the learners' code of behaviour to effect disciplinary actions and teachers also comply with the provision of the code in their disciplinary measures. Hence learners, parents and the entire school community perceived the code as effectively implemented. The import therefore is that for any code of conduct for learners to achieve its desired goal, it should ensure an effective formulation and implementation processes that does not undermine the collegiate approach.

Conclusion

From the findings of this study, it is evident that for learners' code of conduct to achieve its set goals and objectives, it must actively and reasonably engage the school stakeholders both at the level of drafting and implementation, as such involvement will give a comprehensive community sense of ownership of the code as well as the readiness to defend it. Also of critical importance are legal and cultural issues which must be considered at all levels of the code process. Thus, it can be said that a democratic approach to the formulation and execution of the code is key to its goal achievement.

Recommendations

- 1 The school authority should ensure that the processes of the learners' code formulation and implementation are democratic involving all the school stakeholders.
- 2 Apt consideration should be accorded legal and cultural issues at both the formulation and implementation levels of the learners' code of conduct,

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VALIDATION OF THE DEVELOPED AUDIO-VISUAL INSTRUCTIONAL PACKAGE FOR TEACHING ACID BASE TITRATION IN SECONDARY SCHOOLS IN DUTSIN-MA METROPOLIS

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Abstract

This study developed and validated audio-visual instructional package for teaching acid base titration in secondary schools in Dutsin-Ma Metropolis. The research method adopted was design and development research (DDR). The target population was all senior secondary school II chemistry students as well as the chemistry teachers. An intact class of 59 students and 30 chemistry teachers were used for the study. Researchers' designed rating scale was used to collect data from the sampled used for the study. The instrument was pilot-tested using twenty (20) respondents who did not take part in the main field study. The reliability analysis of the data collected was analysed using Cronbach Alpha which yielded a coefficient of 0.83. After the administration of the instrument and its collection from the respondents, the data collected was analyzed using descriptive statistics of frequency counts and percentages to answer the research questions and t-test inferential statistics was used to test the hypotheses. The findings of the study indicated that, both chemistry students and chemistry teachers confirmed that the audio-visual instructional package developed for teaching acid base titration was suitable and appropriate for teaching the said concept. In addition, the use of audio-visual instructional package favour chemistry teachers more than the students while its usage also favours female more than the male students. Based on these findings, it was recommended that training and re-training in the effective use of audio-visual instructional package should be arranged by the government and the school authority for students and lecturers to be able to use it effectively.

Keywords: Validation, Quality, Development, Audio-Visual, Acid Base Titration, Dutsin-Ma Metropolis

Introduction

This is a digital age where the contemporary students are digital native. *Digital native learners* process information quickly, enjoy multi-tasking and gaming. These are children raised with the computer who are capable of thinking differently and as well developing hypertext minds. These characteristics exhibited by these students call for teachers to invest heavily in the digital learning materials so as to be able to meet the needs of these contemporary students. One of the digital learning materials that the students can learn with is the use of 'Audio-visual Instructional package'.

Audiovisual education is the educational instruction delivered by materials that use the senses of sight and hearing to stimulate and enrich learning experiences. (Sandbox Networks Inc, 2021). In this system of education, audio-visual aids are the most prominent tools. According to the Webster dictionary (2020), audio-visual aids is defined as training or educational materials directed at both the senses of hearing and the sense of sight, films, recordings, photographs, etc. used in classroom instructions, library collections or the likes. They are those devices which are used in classrooms to encourage the teaching and learning

process and make it easier and interesting. Rasul et al., (2011) describes audio -visual aids as the best tools for making teaching effective and the best means of disseminating knowledge. Examples of audio - visual aids are LCD project, Film projector, TV, Computer, VCD player, Virtual Classroom, Multimedia etc. Audio-visuals instructional package effective usage can be vital to the success of learners in any subject taught in the secondary.

Audio-visual resources are instructional materials that appeal to the senses of sound and sight. They assist the teacher to teach and help students to learn effectively. Audio-visual resources form a very important part of the method of teaching in our secondary schools. In the light of this, Kochhar (2004), observes that the most outstanding development in modern education is the increase in the use of supplementary devices by which the teacher through the use of one sensory channel helps to clarify, establish and correlate accuracy, explain concepts, interpret, appreciate, increase knowledge, rouses interest and even evokes worthy emotions and enriches the imagination of students.

Dike (2000) also explained that students forget because of lack of interest and opportunity to use the knowledge they have gained later on. Audio-visual resources can therefore contribute to the clarity of information presented by allowing students to visualize what is learned. Thus, the saying: What I hear, I forget. What I see, I remember. What I do, I know. Samuel (2012) unanimously agreed that audio-visual materials are very important and useful in education because the normal learner in so far as the function of his perception are concerned, gains understanding in terms of multiple impression records through the eye, ear, touch and senses. This therefore emphasizes that human beings learn more easily and faster by audio-visual processes than by verbal explanations alone. Audio- visual materials when effectively used will lessen major weakness of verbalism, humanize and vitalize subject matter, provide interesting materials needed, and also stimulate the initiative of the students.

Audio visual instructional material add life to learning experiences, as images and animations make words easier to comprehend and remember. It is of importance to note that the basic aim of education must be to lead students towards self-learning and life-long learning and this aim can be achieved through the use of audio-visual instructional material as it improves the learning capacities of individual students i.e., learning experience that is worth memorable (Singh, Sharma, Upadhy, 2012). Science is an indispensable component of human life activity; therefore, its absence could make life incomplete and ill-equip for the students to live effectively in our modern age of science and technology. Audio-visuals are tool used to facilitate the learning experience of the individual and to make it more realistic and dynamic (Kinder, 2012). In teaching and learning of sciences, the use of audio-visual resources proves to be better instructional aids and according to Mgbodile (2009) it yields good result in all domains of learning, that is: the cognitive, affective and psychomotor domains respectively.

Some previous works that have been carried out on the use of audio-visual learning materials include: the work of Nwike and Anene (2013) which reported that there is significant effect of treatment with (audio visual aids) on students' achievement in sciences. Jonah, (2013) also reported that there is statistically significant difference in the academic performance of students when they are taught with audio visual aids than those taught without them. This finding of Dale in Carton, (2015) equally claimed that when audio-visuals are integrated into teaching and learning, it provides more learning experiences as students can see and touch. It was further said that students are not that attentive, motivated and interested in classroom situation when they are compelled to that classroom session that is in function without the use of audio-visual (Sampath, Pannneerselvam & Santhan, 2013). Yusuf (2009) found that audio-visual aids improve male and female students' comprehension in sciences. Thus, the use of audio-visual aids will help to make abstract concepts better understood and enhance academic achievement. This assertion is in line with Jamiu, (2010) who discovered that audio-visual instructional material improves male and female students' academic performance in sciences in senior secondary school. The work of Alio and Ezemaenyi (2010) also agreed with this view, these authors reported no significant difference in mean scores of male and female students taught with audio-visual instructional materials. Olatoye and Adekoya (2010) also reported that gender has no significant effect on students' achievement in some aspects of science when audio-visual instructional resources are used.

Chemistry is one of the important science subjects taught at senior secondary schools (SSS) level. It is one of the core subjects that science students are required to pass at credit level in order to qualify for admission into tertiary institution to pursue science-based programmes. In spite of this central and important position

of chemistry among other sciences and other disciplines, studies revealed that academic achievement of students in chemistry at SSCE has consistency been very poor and unimpressive as reported by Muhammad, (2018). Many factors have been suggested as contributing to this poor performance of students in Chemistry especially in acid-based titration reaction as reported by WAEC chief examiner (Chief Examiner Report ,2018). Added to the above, West African examination council (WAEC 2009, 2010 and 2011) noted some poor performance in the practical chemistry examination. Therefore, there seems to be no doubt that chemistry students have difficulty with the chemistry practical examinations and most especially in acid base titration. However, previous studies have been on checking the effect of audio-visual materials but none has really been on actual development and validation of audio-visual resources. This current study therefore is out to fill gap in this area.

Purpose of the Study

The main purpose of this study is to examined the quality of the develop audio-visual instructional package for teaching acid base titration in Secondary Schools in Dutsin-Ma Metropolis. Specifically, the study looks at:

1. The rating of secondary school chemistry students on the quality of the developed audio-visual instructional package for teaching acid base titration in Dutsin-Ma Metropolis.
2. The rating of secondary school chemistry teachers on the quality of the developed audio-visual instructional package for teaching acid base titration in Dutsin-Ma Metropolis.
3. Difference in the rating of chemistry teachers and students on the quality of the developed audio-visual instructional package for teaching acid base titration in Dutsin-Ma Metropolis.
4. Difference in the rating of male and female students on the quality of the developed audio-visual instructional package for teaching acid base titration in Dutsin-Ma Metropolis

Research Questions

The following questions are raised to guide the conduct of this study:

1. What is the rating of secondary school chemistry students on the quality of the developed audio-visual instructional package for teaching acid base titration in Dutsin-Ma Metropolis?
2. What is the rating of secondary school chemistry teachers on the quality of the developed audio-visual instructional package for teaching acid base titration in Dutsin-Ma Metropolis?
3. What is the difference between the rating of chemistry teachers and students on the quality of the developed audio-visual instructional package for teaching acid base titration in Dutsin-Ma Metropolis?
4. What is the difference between the rating of male and female students on the quality of the developed audio-visual instructional package for teaching acid base titration in Dutsin-Ma Metropolis?

Hypotheses

Theses hypotheses are tested for the study at 0.05 Alpha level.

Ho1: there is no significant difference between the rating of chemistry teachers and students on the quality of the developed audio-visual instructional package for teaching acid base titration in Dutsin-Ma Metropolis.

Ho2: there is no significant difference between the rating of male and female students on the quality of the developed audio-visual instructional package for teaching acid base titration in Dutsin-Ma Metropolis.

Methodology

This study adopted the design and development research. It is a type of research that focusses on the process of developing a product that involves context and situation analysis as well as the evaluation of a product as reported by Norlidah, Dorothy and Zaharah (2013). The target population of the study was all senior secondary school II students studying chemistry as a subject as well as the chemistry teachers in secondary schools in Dutsin-Ma Metropolis. Simple random sampling technique was used to select an intact class of fifty-nine students consisting thirty-three (33) males and twenty-six (26) females. In addition,

thirty (30) chemistry teachers were selected for the field study using purposive sampling technique. The instrument used in collecting data is rating scale which is used to elicit responses from both students and teachers. The instrument consists of two sections, section one has to do with the biodata of the respondents while section two has to do with statements relating to the quality of the audio-visual instructional package. The instrument was pilot-tested using twenty respondents who do not take part in the main study and reliability of the instrument was established using Cronback Alpha. The value arrived at after the analysis was 8.3. After the administration of the rating scale and collection of the research instrument, the data collected was analyzed using descriptive statistics of frequency counts, percentages, mean, standard deviation and inferential statistics of t-test and thus answered the research questions and the test hypotheses generated to guide the conduct of the study.

Results

Research Question One

What is the rating of secondary school chemistry students on the quality of the developed audio-visual instructional package for teaching acid base titration in Dutsin-Ma Metropolis?

Table 1: Students' rating on the quality of the developed audio-visual instructional package for teaching acid base titration in Dutsin-Ma Metropolis

Item	Mean	Standard Deviation
Relevance of the chemistry concept (Acid Base) discussed in the audio-visual instructional package	3.66	0.633
Quality of visual illustration used in the audio-visual instructional package	3.81	0.541
Quality of the font style and font size used in typing the content	3.78	0.618
Content of the audio-visual instructional package in addressing the objectives of the lessons	3.81	0.473
Audio content of the audio-visual instructional package	3.73	0.665
What is the overall rating of this audio-visual instructional package?	3.76	0.536
Grant Mean =3.758		3.466

The result from table 1 reveals that the total grand mean of students' rating to be 3.758 which is greater than the cut – off mark of 2.50. This then implies that the audio-visual instructional package developed for teaching acid base titration in secondary schools in Dutsin-Ma Metropolis is of good quality and is suitable for teaching the said concept in Chemistry subject. Likewise, the total standard deviation is equal to 3.466. This implies that, the data points are clustered closely around the mean value.

Research Question Two

What is the rating of secondary school chemistry teachers on the quality of the developed audio-visual instructional package for teaching acid base titration in Dutsin-Ma Metropolis?

Table 2: Teachers' rating on the quality of the developed audio-visual instructional package for teaching acid base titration in Dutsin-Ma Metropolis

Item	Mean	Standard Deviation
Relevance of the chemistry concept (Acid Base) discussed in the audio-visual instructional package	3.633	0.718
Quality of visual illustration used in the audio-visual instructional package	3.566	0.817
Quality of the font style and font size used in typing the content	3.600	0.621
Content of the audio-visual instructional package in addressing the objectives of the lessons	3.333	0.844
Audio content of the audio-visual instructional package	3.566	0.727
What is the overall rating of this audio-visual instructional package?	3.730	0.665
Grant Mean =3.571		4.392

The result in table 2 indicated that the total grand mean of teachers' rating to be 3.758 which is greater than the cut – off mark of 2.50. This then simply means that the audio-visual instructional package developed for teaching acid base titration in secondary schools in Dutsin-Ma Metropolis is appropriate for teaching the said concept in Chemistry subject. However, the total standard deviation is equal to 4.392 which signifies that the data points in this result are far from the mean score value.

Research Question Three

Is there difference in the rating of chemistry teachers and students on the quality of the developed audio-visual instructional package for teaching acid base titration in Dutsin-Ma Metropolis?

Hypotheses One

Ho1: there is no significant difference in the rating of chemistry teachers and students on the quality of the developed audio-visual instructional package for teaching acid base titration in Dutsin-Ma Metropolis.

Table 3: t-test analysis of difference in the rating of chemistry teachers and students on the quality of the developed audio-visual instructional package for teaching acid base titration in Dutsin-Ma Metropolis.

Group	N	X	Std	df	t	Sig. (2-tailed)	Decision
Students	59	21.90	3.252	87	0.439	0.662	Ho1 Rejected
Teachers	30	22.22	3.254				

The result of independent t-test in the above table shows that, there is significant difference in the rating of chemistry teachers and students on the quality of the developed audio-visual instructional package for teaching acid base titration in Dutsin-Ma Metropolis. This is because $t(87) = 0.439$; sig (2-tailed) = 0.662 and $p < 0.05$. The difference is favour of the teachers. The hypothesis one is hereby rejected.

Research Question Four

Is there difference in the rating of male and female students on the quality of the developed audio-visual instructional package for teaching acid base titration in Dutsin-Ma Metropolis?

Hypothesis Two

Ho2: there is no significant difference in the rating of male and female students on the quality of the developed audio-visual instructional package for teaching acid base titration in Dutsin-Ma Metropolis.

Table 4: t-test analysis of the difference in the rating of male and female students on the quality of the developed audio-visual instructional package for teaching acid base titration in Dutsin-Ma Metropolis.

Group	N	X	Std	df	T	Sig. (2-tailed)	Decision
Male	33	22.00	3.142	57	1.736	0.880	Ho2 Rejected
Female	26	23.27	2.255				

The result of independent t-test in the above table 2 shows that, there is significant difference in the rating of male and female students on the quality of the developed audio-visual instructional package for teaching acid base titration in Dutsin-Ma Metropolis. This is because $t(57) = 1.736$; sig (2-tailed) = 0.880 and $p < 0.05$. The difference is the favour of female. The hypothesis two is hereby rejected.

Discussion

The audio-visual instructional package developed for teaching acid base titration in secondary schools in Dutsin-Ma Metropolis is of good quality and is suitable for teaching the said concept in Chemistry subject as reported by the chemistry students. This finding is in line with the finding of Eno and Onasanya (2023) on development and evaluation of digital subject materials for teaching computer studies in Nigeria where the end users confirmed the digital material is suitable for the intended users.

The audio-visual instructional package developed for teaching acid base titration in secondary schools in Dutsin-Ma Metropolis is appropriate for teaching the said concept in Chemistry subject as reported by the chemistry teachers. This found is in consonance with the findings of Eno and Temitayo (2023) on development and evaluation of mobile learning application for teaching selected computer concepts in secondary schools in Ilorin Metropolis.

Also, there is significant difference in the rating of teachers and students on the quality of the developed audio-visual instructional package for teaching acid base titration in Dutsin-Ma Metropolis. The difference is in favour of teachers. This finding negates the work of Chukwuemeka (2010) which reported that the female teachers have inadequate proficiency skills in using internet for teaching and learning process.

There is significant difference in the rating of male and female students on the quality of the developed audio-visual instructional package for teaching acid base titration in Dutsin-Ma Metropolis. The difference is in favour of female. This finding is contrary to the work of Yusuf and Balogun (2011) who also found no significant difference between male and female student-teachers' attitudes in the use of ICT.

Conclusion

The end users (both students and teachers) confirmed the audio-visual instructional package developed for acid base titration in chemistry is appropriate for the concept but the chemistry teachers and female students enjoy its usage more.

Recommendations

Based on these findings, the following recommendations are made:

1. The university authority should provide more fund for the development of audio-visual instructional package for teaching acid base titration and other concepts in chemistry.
2. Training and re-training in the effective use of audio-visual instructional package should be arranged by the government and the school authority for students and lecturers to be able to use it effectively.
3. Educational technology support staff should be recruited by the school authority to train teachers and students in the effective use of audio-visual instructional package for teaching and learning purposes.

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ASTRONOMICAL INCREASE IN NUMBER OF NIGERIAN UNIVERSITIES: A CURSE OR A BLESSING?

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Abstract

This study was carried out to ascertain if astronomical increase in number of universities is a curse or a blessing to Nigeria. Two research questions and three hypotheses were raised as guide to the study. The study adopted the descriptive survey method of the ex post facto research design. The population comprised all 7 federal and 9 state owned universities and stakeholders in the six states making up the South South geo-political zone of the country. The sample comprised 240 respondents (120 from federal and 120 from state universities) randomly drawn from 6 (3 federal and 3 state) universities out of the total of 16 public universities on ground as at 2019. Data was collected with a self-developed questionnaire titled, "Astronomical Increase in Number of Public Universities Questionnaire (AINPUQ)" which was validated and subjected to reliability test using Pearson Product Moment Correlation statistics that yielded a coefficient of 0.70. Data obtained were analyzed using descriptive statistics (mean ratings and standard deviation) for the research questions and inferential statistics (t-test) was used to test the hypotheses at 0.05 level of significance. Findings established amongst others that there were both positive and negative implications of astronomical increase in number of universities with those who believed that it is a blessing claiming that it opened up access to more admission places for the teaming youths; while those who believed that it is a curse claimed that quality education has been sacrificed on the altar of quantity. The study concluded that astronomical increase in universities in Nigeria has both positive and adverse effects on every stakeholder of the education sector. The study recommended amongst others that increase in universities should attract a corresponding increase in budgetary allocation to education; that government should make adequate provisions for existing universities before embarking on establishment of new ones and that ASUU's demand for revitalization of Nigerian universities should be favourably considered.

Keywords: Astronomical increase, Universities, Politicization of education, Proliferation, Existing universities, New universities

Introduction

There has been steady growth in Nigerian universities right from their inception. The increase in the number of universities is not unconnected to the fact that Nigeria and Nigerians (the government and its people) have come to the realization of the obvious fact that education especially higher education is the key to social, economic and political development of the country (Okonta, 2016). Again, another propelling force in proliferation of the country's universities is the idea of politicization of education (Nwadiani, 2000; Agabi, 2002; Babalola, 2022). Politicians have used location of universities in their ethnic zones as a —vote catching weaponl during elections; and as a tool to immortalize themselves as many of these universities were created from political pronouncements without recourse to National Universities Commission's (NUC) advisory and supervisory roles before they are sited in very remote rural areas without the wherewithal for their smooth takeoff (Babalola, 2022). This seems to have become the norm.

Aribigbola (2022) noted that in the 1950s – 1980s, creation of universities was done after committees have been set up to justify and determine the need for such universities as well as determine their locations. Today, this good approach has been overtaken by political considerations as only those in the corridors of power dictates where universities should be sited.

Babalola (2022) pointed out that in establishing new universities, the functions of the NUC as spelt out in Section 4(1)(a) is to: —advise the President and the Governors on the creation of new universities and other degree-granting institutions in Nigeria. Again, Section 4 sub-section (1e) of the Act, also specified that the Commission is to —inquire into and advise the Federal Government on the financial needs of, both recurrent and capital, of university education in Nigeria and, in particular, study financial needs for research to enable the Commission provide adequately for the universities. These functions have been relegated to the background as more universities are established before the NUC sets out to do its due diligence.

At independence in 1960, Nigeria had 3 regions. Increases from 3 to 4 regions in 1963 and from 4 regions to 12 states in 1967 by the Yakubu Gowon led regime; then from 12 to 19 states in 1976 by Murtala Mohammed regime and from 19 to 21 in 1987 and 21 – 30 including the federal capital territory in 1991 by the Ibrahim Babangida regime and finally 6 additional states were created in 1996 by the Sani Abacha led regime (<https://www.legit.ng>) ushered in need for more and more universities to serve the teeming population across various regions and the states of the federation after their creation.

History of University Education in Nigeria to Present Day

The history of university education in Nigeria dates back to 1943 when the Elliot Commission was set up to investigate and report on the higher institutions that could be established in British West African colonies; and the Asquith Commission which provided report on relationship that should exist among the proposed colonial university colleges and University of London (Abamba, 2018). It could be likened to the story of the ‘proverbial mustard seed’. With one University College, Ibadan in 1948, three regional universities between 1960 and 1962 located at Nsukka, Zaria and Ife; and a federal university at Lagos (1962); University of Ibadan having attained a full-fledged university status in December, 1962 became the fifth Nigerian university. The Mid-West Institute of Technology (MIT), Benin which was initially established in 1970 became the University of Benin and Nigeria’s sixth university in 1972. These six universities are generally known as Nigeria’s first generation universities (Okecha, 2008; Otonko, 2012; and Wikipedia, 2022). Otonko (2012) citing Nwangwu (2003) reported that during the years 1975 – 1980, seven universities were established by government. These include Universities of Sokoto, Ilorin, Calabar, Jos, Port Harcourt, Maiduguri and Ado Bayero University, Kano. These were the second generation universities. Between 1980 and 1990, the third generation universities were created. They include Federal Universities of Technologies at Akure, Bauchi, Makurdi, Owerri and Yola. Also, states sited their universities in Cross River, Lagos, Ondo, Imo, Oyo and Akwa-Ibom States. The fourth generation universities comprised all those that were opened from 1991 to date. These are Nigerian National Open University, many of the federal and state universities, and all the private universities. Currently, Nigeria has 217 universities made up of 49 federal, 57 state and 111 private universities (Adamu, 2022).

Public Reactions on Astronomical Increase in Number of Universities

The argument on whether the creation of new universities in Nigeria by both federal and state governments has been a curse or blessing in disguise is a very contentious one. Sheyin (2020) reported that while some Nigerians believe that the nation’s 200 million people deserve even more universities, others have argued that more attention should be paid to strengthening existing ones to meet required standards and boost the quality of graduates. Stakeholders who are opposed to and those in support of proliferation of universities have pointed out their divergent views on this issue.

Babalola (2022) believes that the creation of two new universities in Lagos state by Governor Sanwo-Olu led administration may seem laudable yet it calls for a great concern in view of government’s confessed inability to revive the education sector, yet they are creating state universities around the country without regard to the issue of funding, provision of infrastructure and payment of staff emoluments. In another development, the author supported ASUU’s National President, Prof. Emmanuel Osodeke when he stated

that the Federal Government has been toying with Nigerian future as they have turned universities to constituency projects, making village to have higher institutions for political reasons and not for academic excellence. Sheyin (2020), Aribigbola (2022) and Babalola (2022) condemned the present trend noting that Nigerian universities are not developing optimally; yet government is establishing new specialised universities such as the University of Transportation, Daura, and that of Medical Sciences amongst others, which ought to be faculties or departments in existing universities.

To Aribigbola (2022), upgrading colleges of education and polytechnics into universities is wrong as the author believed that Nigeria equally needs these types of education for the production of middle-level manpower. Extermination of these middle-level income earners will all things being equal reduce economic growth of the nation for they are very essential for medium and small scale businesses that are critical to national development.

Given the present circumstances of protracted strikes and inadequate funding in the nation's tertiary educational system, Abati (2022) noted that there is no doubt that every tertiary educational institution is a creation of the law but it would amount to gross stupidity for lawmakers to deliberate over the possible creation by law of additional tertiary institutions in Nigeria. To him, part of ASUU's demands, is that Nigerian universities should be rationalized as there are too many; thus reducing the standards of education. They want improved quality education. According to him, university lecturers object to establishment of universities at every corner of the nation without provision of adequate infrastructure to sustain them. The nation does not require additional tertiary institutions; as he sees recklessness establishment of extra tertiary institutions through legislation as annoying. Akpotu (2018) and Babalola (2022) citing Malcolm X stressed that the passport for a better future is education and that only the people who provide a better education today will reap its benefits tomorrow. So, this should remind Nigerians that they should prepare for the kind of education which should usher in the much needed national development. In support of the above submissions, Aribigbola (2022) stressed that ASUU's strike has been hinged on the deplorable conditions in the nation's universities because of poor funding, yet new universities are built by government with impunity even in the face of prevailing unenviable positions of the public Nigerian universities. This is an evil wind that will blow the country and its citizens no good as the resources that would have been ploughed into making existing universities world-class institutions are being scattered in the citing and running of 'mushroom universities' in every nick and crannies of our country.

On the opinion of the general public, university staff and stakeholders who are in support of establishments of more universities in Nigeria, Sheyin (2020) reported that the Executive Secretary of NUC, Prof Abubakar Rasheed stated that the university system is growing and there is need for more universities to come on board as the existing ones could no longer cope with the large number of yearly applicants for admission. In support of his earlier submission on the need for more universities in Nigeria, Rasheed (2022) stated that 1,415,501 candidates applied for the 2020 Joint Admission and Matriculation Board (JAMB) Unified Tertiary Matriculation Examination (UTME). Out of this figure, only 527,929 representing 37.2% gained admission into Nigerian universities. So, to him, increase in the number of universities is a necessity and a blessing to Nigeria. Governor Okowa of Delta State at the issuance of letter of recognition for the establishment of three new universities for Delta State by the NUC (2021) stated that outside the huge numbers of applicants seeking admission places yearly, the local economy would benefit from the establishment of additional universities in Delta as they would increase employment opportunities for the teaming graduates.

Still in support of more universities, the Minister for Education, Adamu (2022) at the issuance of licences to twelve private universities pointed out that as long as the access gap in university education and its attendant enrollment of students far outweighs the carrying capacity in the university system persists, government would continue to welcome proposals for the creation of more universities from credible organizations and groups. He gave the number of Nigerian universities to be 217 (49 federal, 57 state and 111 private). Furthermore, he noted that Nigeria being the largest African economy with a population forecast of about 400 million by 2050, there was a valid need to create more universities. He cited examples with countries such as Indonesia having population of 272 million and 3,162 universities; South Korea 51 million people and 203 universities; Vietnam having about 97 million people with 185 universities amongst others. Again, he asserted that Nigeria dropped 3 places to 161 out of 189 countries

and territories in the 2020 United Nations Human Development Index (HDI); and there is need for us to improve this HDI ranking as countries that have done well consistently in their HDIs are those that have maintained appreciable number of universities in relation to their population.

Despite the objection to the creation of additional universities, some vice chancellors, professors and other stakeholders believe that there is need for these universities. They believe that these universities will take care of the many applicants that are denied admission yearly. Some believe that a way out is to form specialised universities. Even those who support the establishment of more universities advocate for parity between university degrees and higher national diploma holders and believe that recognition of qualifications such as HND obtained from polytechnics and similar institutions is a way of reducing the clamour for university education.

On the impact of creating new universities, Isuku (2022) noted that proliferation in the face of dwindling financial input from government has serious implications for cost and quality. To him, for government to claim its inability to efficiently run existing universities while at the same time establishing new ones is just irrational. It would be better to plough the finances used in opening new universities into existing ones for them to be able to produce the quantity and quality of graduates that can compete globally. He argued that with sufficient funding, older universities can absorb and enlarge access through increasing enrollment and lowering cost. On his part, Akinwumi (2010) enumerated the implications of proliferation of institutions of higher learning to include threat to quality education as there would be no corresponding increase in resources and facilities; threat to quality staffing; and threat to adequate funding because of government's refusal to increase budgetary allocation to education; so the available amount would be shared amongst all the existing public higher educational institutions within the country.

Statement of the Problem

The argument on whether the establishments of more universities by both federal and state governments in Nigeria have been a curse or blessing in disguise is a very contentious one. One school of thought believes that with over two million applicants seeking admission into the nation's universities on yearly basis, building more and more universities should be a blessing considering the improvement in the quantity of candidates to be admitted yearly; while the other school of thought believes that with governments' proclaimed inability to adequately fund the older universities on ground, establishing new ones will be inadvisable and as such a curse in an already bad situation. These arguments were what prompted the researcher to undertake this study. Therefore, this study was carried out to critically examine the astronomical increase in number of public universities in Nigeria; whether it is a curse or a blessing to the nation in general and the tertiary education subsector in particular.

Research Questions

1. What is the public perception of astronomical increase in universities in Nigeria?
2. What are the implications of astronomical increase in universities in Nigeria?

Hypotheses

1. There is no significant difference between male and female respondents' perception on astronomical increase in number of universities in Nigeria.
2. There is no significant difference between university staff and stakeholders' perception on astronomical increase in number of universities in Nigeria.
3. There is no significant difference between male and female respondents' opinion on implications of astronomical increases in number of universities in Nigeria.

Methods

The study adopted the descriptive survey design as it sought to elicit and describe information from a representative sample of public university staff and stakeholders in the South South geo-political zone in Nigeria. The population comprised all federal and state universities academic (11,785) and non-academic (27,597) staff numbering 39,382 (NUC, 2019) and stakeholders in the geo-political zone. The random sampling technique was used to select 6 (3 federal and 3 state) universities from the 7 federal and 9 state universities within the six states of the federation that make up the South South, Nigeria as at 2019.

From each of these universities, 40 respondents comprising 10 male and 10 female staff; and 10 male and female stakeholders were selected as sample for the study. This gave a total figure of 240 respondents; that is, 120 from federal and 120 from state universities.

A self-developed questionnaire titled —Astronomical Increase in Number of Public Universities Questionnaire (AINPUQ) was used as instrument for collection of data. It was made up of two sections. Section —A contained demographic data of respondents; while Section —B contained questionnaire items on university staff and stakeholders' perceptions on astronomical increases in Nigerian public universities. This section is further divided into two – Respondents' perceptions and Respondents' opinions on the implications of astronomical increase in number of universities respectively. Four-point Likert scale was used in the rating of respondents' perceptions and opinions. Two experts in Measurement and Evaluation validated the instrument which was further subjected to reliability test using 30 respondents that were not part of the population for the study. Test-retest was adopted and the scores were computed using Pearson Product Moment Correlation Statistics and a Coefficient of .70 was obtained. This indicated a high reliability index. Data obtained from respondents were analysed with descriptive statistics – mean ratings and standard deviation to provide answers to the research questions using 2.50 mean as benchmark. Inferential statistics – t-test was used in testing the hypotheses at 0.05 level of significance.

Results

Research Question 1: What is the public perception of astronomical increase in universities in Nigeria?

Table 1: Mean Rating on Public Perception on Astronomical Increase in Nigerian Universities

S/N	Items	Mean	SD	Remark
1.	Astronomical increase in universities is of a great advantage to applicants seeking admission places.	3.07	.91	Agreed
2.	It is of great advantage to job seekers	3.20	.81	Agreed
3.	Increased number of universities are created to aggrandize the politicians in power.	2.93	1.07	Agreed
4.	Universities are built as constituency projects by politicians.	2.90	.88	Agreed
5.	Public universities are created by governments for political reasons instead of educational considerations.	3.14	.79	Agreed
6.	Governments establish new universities with due recourse to NUC's guidelines.	2.30	.92	Disagreed
7.	Universities are established with due regard to adequate provision of infrastructural facilities.	2.41	.98	Disagreed
8.	University staff do not support astronomical increase in universities.	2.50	.94	Agreed
9.	University stakeholders support increase in Nigerian universities.	2.86	.79	Agreed
10.	ASUU support astronomical increase in universities.	2.29	1.08	Disagreed
11.	Older universities are adequately funded.	1.46	.58	Disagreed
12.	Newly created universities are adequately funded.	1.93	.91	Disagreed
13.	Proliferation of universities affects quality of education.	2.80	1.06	Agreed
14.	Some states that cannot pay staff salaries for one university are establishing more.	3.17	.89	Agreed
15.	Expenditures on newer universities could be channeled into expansion and provision of teaching facilities in older ones.	3.30	.79	Agreed

The data as presented in Table 1 shows that the mean scores of ten (10) of the fifteen (15) items range from 2.50 to 3.30. Respondents agreed that astronomical increase in universities is of a great advantage to applicants seeking admission places and job seekers; that universities are established to aggrandize the politicians in power; that they are established as constituency projects by politicians; that public universities are created by governments for political reasons instead of educational considerations; that university staff do not support astronomical increase in number of universities, while stakeholders are in support; that proliferation of universities affects quality of education; that some states that cannot pay staff salaries for one university are establishing more; and that expenditures on newer universities could be channeled into expansion and provision of teaching facilities in older ones (items 1, 2, 3, 4, 5, 8, 9, 13, 14

and 15). The table also indicated that with mean scores ranging from 1.46 to 2.41, respondents disagreed that governments establish new universities with due recourse to NUC's guidelines; that these universities are created with due regard to adequate provision of infrastructural facilities; that ASUU support astronomical increase in number of universities; that older universities are adequately funded; and that newly established universities are adequately funded (items 6, 7, 10, 11 and 12).

Research Question 2: What are the implications of astronomical increase in universities in Nigeria?

Table 2: Mean Rating on Implications of Astronomical Increase in Universities in Nigeria

S/N	Items	Mean	SD	Remark
16.	More applicants secure admission places annually.	3.47	.68	Agreed
17.	Offers the public opportunities for increased human capital development.	3.23	.63	Agreed
18.	Offers the public more job opportunities at university level.	3.23	.57	Agreed
19.	Offers working adults the opportunity to acquire university degrees.	3.10	.48	Agreed
20.	Increases the manpower production level of university sector.	3.07	.60	Agreed
21.	Meets the people's academic needs.	3.00	1.00	Agreed
22.	Leads to government's inability to fund both old and new universities.	2.80	1.10	Agreed
23.	Leads to lowering of academic standards.	2.57	.85	Agreed
24.	Leads to poor provision and maintenance of learning infrastructures.	3.13	.8	Agreed
25.	Encourages infrastructural decay in universities within Nigeria.	3.28	.70	Agreed
26.	Reduces the number of qualified academics teaching in the various existing universities.	2.77	.89	Agreed
27.	Affects the productivity of senior academics as they shuttle as visiting lecturers to the newly created universities.	3.20	.66	Agreed

Table 2 shows that with mean scores ranging from 2.57 to 3.47, respondents agreed to all twelve (12) items on the implications of astronomical increase in universities. They agreed that more applicants secure admission annually; that the public would have opportunities for increased human capital development; that there would be additional job opportunities at university level; that working adults have more opportunities to acquire university degrees; that the manpower production level of university sector would be increased; that the people's academic needs are met; that it leads to government's inability to fund both old and new universities; that academic standards are lowered; that there would be poor provision and maintenance of learning infrastructures; that it encourages infrastructural decay; that it reduces the number of qualified academics teaching in the various existing universities; and affects the productivity level of senior academics as they shuttle as visiting lecturers to the newly established universities.

Hypothesis 1: There is no significant difference between male and female respondents' perception on astronomical increase in number of universities in Nigeria.

Table 3: t-test Analysis of Male and Female Respondents' Perception on Astronomical Increase in Number of Universities in Nigeria

Variables	Number	Mean	SD	Df	t-cal.	t-crit.	Decision
Male	112	2.60	.90	238	-.709	±1.96	Not Significant
Female	128	2.66	1.06				

Table 3 showed the t-test analysis of male and female respondents' perception on astronomical increase in universities in Nigeria. The table presented that male respondents were 112 with a mean score of 2.60 and SD of .90; while the female respondents were 128 with a mean score of 2.66 and SD of 1.06. With a t-calculated value of -.709 greater than the t-critical value of -1.96 at 0.05 level of significance, the null hypothesis was retained. This implies that significant difference does not exist in the perception of male and female respondents on astronomical increase in number of universities in Nigeria.

Hypothesis 2: There is no significant difference between university staff and stakeholders' perception on astronomical increase in number of universities in Nigeria.

Table 4: t-test Analysis of University Staff and Stakeholders Respondents' Perception on Astronomical Increase in Nigerian Universities

Variables	Number	Mean	SD	Df	t-cal.	t-crit.	Decision
University Staff	137	3.29	.99	238	-.677	+1.96	Not Significant
Stakeholders	103	3.37	1.03				

Table 4 presented the t-test analysis of university staff and stakeholders respondents' perception on astronomical increase in universities in Nigeria. The table showed that university staff respondents were 137 with a mean score of 3.29 and SD of .99; while stakeholders' respondents were 103 with a mean score of 3.37 and SD of 1.03. The table showed a t-calculated value of -.677 which is greater than the t-critical value of -1.96 at 0.05 level of significance. Therefore, the null hypothesis that there is no significant difference between university staff and stakeholders' respondents' perception on astronomical increase in universities in Nigeria was retained. This implies that significant difference does not exist in the university staff and stakeholders' respondents' perception on astronomical increase in Nigerian universities.

Hypothesis 3: There is no significant difference between male and female respondents' opinion on implications of astronomical increases in number of universities in Nigeria.

Table 5: t-test Analysis of Male and Female Respondents' Opinion on Implications of Astronomical Increase in Nigerian Universities

Variables	Number	Mean	SD	Df	t-cal.	t-crit.	Decision
Male	112	2.90	.81	238	-2.152	+1.96	Significant
Female	128	3.15	1.07				

Table 5 showed the t-test analysis of male and female respondents' opinion on implications of astronomical increase in universities in Nigeria. The table indicated that there were 112 male respondents with a mean score of 2.90 and SD of .81; while the female respondents were 128 with a mean score of 3.15 and SD of 1.07. With a t-calculated value of -2.152 less than the t-critical value of -1.96 at 0.05 level of significance, the null hypothesis that there is no significant difference between male and female respondents' opinion on implications of astronomical increase in number of universities was rejected. This implied that there was indeed a significant difference between male and female respondents' opinion on implications of astronomical increase in number of universities in Nigeria.

Discussion of Results

The findings revealed that the public perception on astronomical increase in universities is of a great advantage to applicants seeking admission places and job seekers. This supported the views of Adamu (2022), Rasheed (2022) and Okowa in NUC (2021) who submitted that establishment of additional universities will usher in the much-needed admission places and open up employment opportunities for the nation's teeming graduates. Findings equally showed that universities were established to dignify the politicians in power who use these institutions as constituency projects that were established for political reasons rather than giving educational considerations to this very important issue. This finding supports the assertions of Nwadiani (2002); Agabi (2002) and Babalola (2022) who asserted that politicians have used establishment of these new universities as a 'vote catching weapon' during elections and as a means of immortalizing themselves. Findings also showed that proliferation of universities affects quality of education; that some states that cannot pay staff salaries for one university are establishing more; and that expenditures on newer universities could be channeled into expansion and provision of teaching facilities in older ones. These findings support the views of Akinwumi (2010), Isuku (2022) and Babalola (2022) when they submitted that increases in number of higher educational institutions breed threat to quality education as there is no corresponding increase in resources and facilities; threat to quality staffing; and threat to adequate funding as the available amount would be shared amongst all the existing public higher educational institutions in the country. It equally showed that a cross section of the public perceive that governments established new universities without due recourse to NUC; and as such, universities are created without due regard to provision of adequate infrastructural facilities. This negates the views of Babalola (2022) and Aribigbola (2022) when the authors noted that in the past, creation of universities was done after committees set up to justify, investigate and determine if there is need for such universities as

well as ascertain where they are to be located have submitted their reports. To them, this process has been overtaken by political considerations since those in the corridors of power – those at the helm of affairs – are the only people empowered to dictate where universities should be sited. Findings also showed that university staff especially ASUU are not in support of astronomical increase in universities. This supports the views of Abati (2022), Aribigbola (2022) and Babalola (2022) who pointed out that ASUU strikes over the years have been hinged on their demand that Nigerian universities should be rationalized since they are so many, and are in very poor quality conditions because of poor funding which is resulting in the lowering of standards. It equally revealed that older and newly established universities are inadequately funded. This supports Isuku (2022) when he pointed out that with sufficient funding, older universities can absorb and enlarge access through increasing enrolment and lowering of costs instead of establishing new universities. Also, hypothesis one and two when male and female; and even university staff and stakeholders' respondents respectively were considered, findings showed that significant difference do not exist in the perception of male and female; and even that of university staff and stakeholders' respondents towards astronomical increase in universities. This implied that the male, female, university staff and stakeholders' respondents were almost unanimous in their perceptions towards astronomical increase in universities.

The second finding revealed the opinion of respondents on the implications of astronomical increase in number of universities to include the fact that more applicants will secure admission annually; that the public would have opportunities for increased human capital development; that they would be more job opportunities at university level; that working adults have more opportunities to acquire university degrees; that the manpower production level of university sector would be increased; that the academic needs of the people are met. These findings support the views of Okowa (2021), Adamu (2022) and Rasheed (2022) when they outlined the benefits of creating more public universities to include increased access to admission seekers yearly, employment opportunities and improvement in the general economy of people which invariably affects the country. Findings also indicated that increase in universities leads to governments' inability to fund both existing and new universities; that academic standards are lowered; that there would be poor provision and maintenance of learning infrastructures; that it encourages infrastructural decay; that it reduces the qualified academics in existing universities; and affects the productivity level of senior academics as they shuttle as visiting lecturers to the new universities. These findings support the views of Akinwumi (2010) and Isuku (2022) who posited that increasing universities without stable financial support from government has very serious quality and cost implications. To them, government should sufficiently cater for existing institutions for them to be able to turn out enough quantity and quality graduates who will be able to compete globally. Again for hypothesis three, findings further revealed that significant difference existed in the opinion of male and female respondents on the implications of astronomical increase in universities; with females having a mean score of 3.15 as against the male mean score of 2.90. This implied that the female respondents were more favourably disposed to the implications of astronomical increase in universities in Nigeria.

Conclusions

From the findings of this study, it has been established that astronomical increase in universities in Nigeria has both positive and adverse effects on every stakeholder of the education sector. Those who perceive it in a positive light, see it as a blessing and the only way through which the country can open up access to university education, increase opportunities for employment for the economic wellbeing of the teeming youths and improve the Nigeria's HDI. For those who perceive the idea of astronomical increase in universities as a curse in a country already in a bad situation, they see it as a way of establishing more universities than the federal and state governments can cater for; a way of breeding half-baked and unemployable graduates. Again, they see it as a way of sacrificing quality for quantity considering the enormous figures of ill-trained and ill-equipped graduates that were being turned out from the nation's universities.

Recommendations

From the findings and conclusions, the study recommends that:

- 1) Government should make adequate provisions for existing universities before embarking on planting new ones.

- 2) If astronomical increase in public universities should be seen as a blessing in Nigeria, this increase should attract a corresponding increase in budgetary allocations to the sector to enable the universities adequately train and turn out quality graduates that would contribute to the social, economic and political development of Nigeria.

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COMPLIMENTARY EFFECT OF ACTIVITY-BASED STRATEGY AND ACADEMIC SELF-EFFICACY ON STUDENTS' MASTERY OF KEYBOARDING SKILLS IN COLLEGES OF EDUCATION IN SOUTH-WEST, NIGERIA

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Abstract

The study focused on determining the complimentary effects of activity-based strategy and academic self-efficacy on students' mastery of keyboarding skills in Colleges of Education. To achieve the main objective of the study, two specific objectives, two research questions and three null hypotheses were highlighted. The study employed a quasi experimental design of pretest, posttest control group design with 2 x 2 factorial matrixes. The sample consists of 111 NCE I Business Education comprising of 46 students of Adeyemi Colleges of Education, Ondo and 65 students of Tai Solarin College of Education in their intact classes. Keyboarding Skill Test was the instrument developed and validated for data collection. The reliability of the KST was obtained using Cronbach Alpha technique which yielded a coefficient of 0.82. Descriptive statistics of mean and standard deviation was used to answer the research questions while inferential statistics of ANCOVA was used to test the hypotheses at 0.05 level of significance. The result showed that there is a significant main effect of treatments on mastery of keyboarding skills because students taught keyboarding with activity based strategy had a higher mean mastery scores than those taught with conventional demonstration methods. Also, there slight but insignificant difference between the mean mastery scores of low and high academic self-efficacy students in activity based classroom. The result also indicates that there is no significant interaction effect of treatments and academic self-efficacy on students' mastery of keyboarding skills in Colleges of Education. The study therefore concluded that activity based strategy is an effective strategy for enhancing students mastery of keyboarding skills in Colleges of Education. It was recommended among others that business educators should adopt activity based strategy in the inculcation of keyboarding skills in Colleges of Education.

Keywords: Activity-Based Strategy, Academic Self-Efficacy and Mastery of Keyboarding Skills

Introduction

Keyboarding skills have become necessary and equally important in the world of work as the use of computer has tended to dominate today's business environment. Keyboarding skills is one of the important in business education because it blends students on correct finger placement and building speed for optimal typing accuracy and production of malleable document needed in today's workplace. Virginia Department of Education (2012) corroborates that the goal of keyboarding instruction in any vocational institution is to develop a touch skill that will enable individual enter alphanumeric information at a speed that is faster than handwriting. The actualization of the laudable objectives of keyboarding depends on the level of mastery of skills in the subject. Students' mastery of keyboarding skills is essential because most offices in Nigeria are now computerized. On this note, Business educators in Colleges of Education must be effective in keyboarding instruction so as to produce NCE graduates who will be able to master computer keyboard operation without hunt and peck.

Students' mastery of keyboarding skills is the level at which students display practical knowledge of keyboarding. Business Education students introduced to keyboarding in first semester of year one and they are expected to demonstrate some level of mastery of the skills in second semester. There have been concerns on the declining mastery of keyboarding skills among business education students in Colleges of Education. This decline in skills mastery of keyboarding has been an issue of great concern to business educators and other stakeholders in vocational and technical education. Scholars have express views on the problem of poor mastery of keyboarding skills in Colleges of Education. For instance, Nyam (2015) lamented that one of the reasons why typing jobs are delayed and poorly done by secretaries in most cases is because of poor mastery of keyboarding skills by Business Education students during their course of study. Also, the preliminary investigation and observation conducted by the researchers show that most of these students do hunt and peck while performing keyboarding task in laboratory. This is a reflection of poor mastery of keyboarding skills by business education students in colleges of education in South-West, Nigeria.

Many factors may be responsible for this poor mastery of keyboarding skills in tertiary institutions, but literature revealed that a sizeable chunk of the blame goes to the use of teacher-centered instructional method used for content delivery (Ndirika & Boniface, 2016). Demonstration method has been the most popular method for teaching skill based-subjects for many years. Most keyboarding lecturers adopt the demonstration method that is characterized as —do-what-I-do strategy. This method provides visual experience as demonstrated by the lecturer in front of the classroom while students only imitate the lecturer in order to perform the task with little or no room for questioning and interaction. The method only allows students to watch demonstrator and be engaged for few hours thereby limiting students' participation beyond classroom setting and inadequate interaction between teacher and students during demonstration and poor reciprocal practice tends to hinder from developing the required mastery of keyboarding skills. It is obvious that demonstration method adopted to teach keyboarding in colleges of education seems not to yield the desired results in terms of mastery of keyboarding skills

Meanwhile, there is the needs to adopt student-centered instructional approaches that laid emphasis on active students' engagement in practical activities, problem solving and give opportunity for self-development of skills. Among these students-centered instructional strategies are cooperative learning, blended, guided discovery and activity-based learning strategy. This study considered activity based because of the practical nature of keyboarding in business education. Activity-based learning strategy is a strategy that allows students active participation and engagement in variety of activities relating to a particular skills task using physical resources. It is an instructional strategy that based students learning of skill or task on doing and engagement in variety of activities (Iqbal and Tayyaba, 2014). Activity based strategy gives students opportunity to reflect and solve problem, practice skills according to their abilities thereby encouraging self-learning. According to Bugaje and Abubakar (2016), some of the importance of activity-based strategy include the following: it gives reality for learning, make use of all available resources, provide varied experience in the acquisition of knowledge and skills, build students self confidence, develop better understanding through work and suitable for all kind of subject. Activity based teaching provides teacher with the opportunity for measuring learning through experience, direct observation and participation in series of practical activities.

Apart from teaching strategies, academic self-efficacy is another factor that influences students' mastery of keyboarding skills in office technology and management. Academic Self-Efficacy refers to one's belief to achieve desired level of performance in academic tasks (Sharma & Nasa, 2014). Ahmadi (2020) stresses that academic self-efficacy is the students' perceived capability to manage their own learning behaviour, to master skills and to fulfill academic expectations. Generally, students usually avoid such tasks which they do not believe to accomplish successfully while they willingly accept difficult tasks in areas where they have high levels of personal self-efficacy (Satici & Can, 2016). Self-efficacy beliefs determine how people feel, think, motivate themselves and behave. This therefore means that individual student's choices of academic goals, effort expended to achieve those goals, and persistence when difficulties arise along the way are all influenced by academic self-efficacy. Studies have attested to the fact that academic self-efficacy influence academic performance (Sharma & Nasa, 2014; Maliha & Sarwat, 2019; Ahmadi, 2020), but little has been done to find out how academic self-efficacy influence mastery of keyboarding skills.

Though many studies have been conducted on the effectiveness of activity-based learning strategies in the mastery of practical skills but most of the accessed studies were conducted in science subjects with much emphasis on experimental activities in the laboratories rather than keyboarding aspect of business education. Also, little has been done to combined activity-based strategies and academic self-efficacy in one study. In an attempt to fill these gaps, this study was conducted to determine the complimentary effect of activity-based strategy and academic self-efficacy on students' mastery of keyboarding skills in Colleges of Education.

Objective of the study

The main objective of this study is to determine the complimentary effects of activity-based strategy on students' mastery of keyboarding skills in Colleges of Education. Specifically, the study sought to determine the:

1. Effect of activity-based strategy on students' mastery of keyboarding skills in Colleges of Education.
2. Effect of academic self-efficacy on students' mastery of keyboarding skills in Colleges of Education.

Research Questions

The following research questions were raised and answered in the study:

1. What is the difference between the mean mastery of keyboarding score of students taught with activity-based strategy and those taught with conventional demonstration method?
2. What is the difference between the mean mastery of keyboarding score of high and low academic self-efficacy students exposed to keyboarding using the treatment strategy?

Hypotheses

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

- Ho₁ There is no significant main effect of the treatments on students' mastery of keyboarding skills in Colleges of Education.
- Ho₂ There is no significant main effect of academic self-efficacy on students' mastery of keyboarding skills in Colleges of Education.
- Ho₃ There is no significant interaction effect of treatments and academic self-efficacy on students' mastery of keyboarding skills in Colleges of Education.

Methodology

The study employed a quasi experimental design of pretest, posttest control group design with 2 x 2 factorial matrixes. The population is 2232 NCE I Business Education students in all public colleges of education in South-West. The target population for the study consists of 1750 business education students in two colleges of education. The sample consists of 111 NCE I Business Education students comprising of 46 students of Adeyemi Colleges of Education, Ondo and 65 students of Tai Solarin College of Education in their intact classes. Keyboarding Skill Test and academic self-efficacy scale was the instruments developed by the researchers and validated by experts in Business Education for data collection. The KST

comprises of three skills tasks that were developed based on manuscript, speed and accuracy and layout of business letter while the academic self-efficacy was a ten item scale on a four points likert response options adapted from Akanni and Oduaran (2019) with reliability coefficient of 0.81. The internal consistency of the instrument was determined using Cronbach Alpha technique and the analysis yielded coefficients of 0.82 and 0.84 for Keyboarding Skill Test and Academic Self-efficacy Scale respectively. Data collected were analysed using mean and standard deviation to answer the research questions and Analysis of Covariance (ANCOVA) to test the hypotheses at 0.05 level of significance. The use of ANCOVA is considered appropriate for the analysis in order to help control the effect of extraneous variable of subject's initial group difference.

Result

Answering the Research Questions

Research Question One: What is the difference between the mean mastery of keyboarding score of students taught with activity-based strategy and those taught with conventional demonstration method?

Table 1: Mean Mastery Scores of Students Taught Keyboarding with Activity-Based and Conventional Demonstration Strategies.

TEST	TREATMENT			
	Conventional Demonstration		Activity-Based	
	N	Mean (\bar{X})	N	Mean (\bar{X})
Pretest	46	24.38	65	24.55
Posttest	46	29.42	65	42.47
Mean gain		5.04		17.92

The result of analysis presented in Table 1 showed that the students taught keyboarding with conventional demonstration method had a pretest mean of 24.38 and posttest mean of 29.42 with a mean gain of 5.04 while those taught with activity-based strategy had a pretest mean 24.55 and posttest mean of 42.47 with a mean gain of 17.92. Since the mean gain of 17.92 in the experimental group is higher than the mean gain of 5.04 in the control group; it therefore means that, activity-based strategy had a higher mean mastery of keyboarding skills than the conventional demonstration method.

Research Question Two: What is the difference between the mean mastery of keyboarding score of high and low academic self-efficacy students exposed to keyboarding using the treatment strategy?

Table 2: Mean Mastery Scores of High and Low Academic Self-efficacy Students Taught Keyboarding using Treatment Strategies

Group	ASE	N	Pretest mean	Posttest mean	Mean gain score	Difference
Control (Demonstration)	High	25	23.46	29.47	6.01	0.63
	Low	21	23.60	28.98	5.38	
Experimental (Activity-Based)	High	39	22.62	42.88	20.26	0.19
	Low	26	23.58	43.65	20.07	

The result of analysis presented in Table 2 revealed a mean gain score of 6.01 for high academic self-efficacy and 5.38 for low academic self-efficacy in the control group. The difference in the mean gain score is 0.63 in favour of high academic self-efficacy students. In addition, the mean gain score of high academic self-efficacy students was 20.26 and 20.07 for low academic self-efficacy in the experimental group with a difference of 0.19 in favour of high academic self-efficacy. This result shows that students with high academic self-efficacy had higher mastery scores than their counterpart with low academic self-efficacy in the acquisition of keyboarding skills.

Hypothesis One: There is no significant main effect of the treatments on students' mastery of keyboarding skills in Colleges of Education.

Table 3: Analysis of Covariance (ANCOVA) of the Main Effect of Treatment on Students Mastery of Keyboarding Skills.

Source	Type III sum of squares	Df	Mean square	F	Sig.
Corrected model	18999.324 ⁰	3	6333.108	100.06	0.00
Intercept	434981.84	1	434981.84	1.376E4	0.00
Treatment	18620.51	1	18620.51	585.62	0.00
ASE	9.365	1	9.37	0.38	0.70
Treatment*ASE	0.713	1	0.71	0.02	0.79
Error	10377.81	107	96.98		
Total	478653.00	111			
Corrected total	28377.13	110			

The result of data analysis in table 3 shows that the F-value for the treatment is 585.62 with a significance value of 0.00. The significance value of 0.00 is less than the alpha significance ($p < 0.05$). Therefore, the null hypothesis of no significant main effect of treatment on mastery of keyboarding skills was rejected which means that there is a significant main effect of treatments on students' mastery of keyboarding skills in colleges of education.

Hypothesis Two: There is no significant main effect of academic self-efficacy on students' mastery of keyboarding skills in Colleges of Education.

Table 4: Analysis of Covariance (ANCOVA) of the Effect of Academic Self-efficacy on Students Mastery of Keyboarding Skills

Source	Type III sum of squares	Df	Mean square	F	Sig.
Corrected model	18999.324 ⁰	3	6333.108	100.06	0.00
Intercept	434981.84	1	434981.84	1.376E4	0.00
Treatment	18620.51	1	18620.51	585.62	0.00
ASE	9.365	1	9.37	0.38	0.70
Treatment*ASE	0.713	1	0.71	0.02	0.79
Error	10377.81	107	96.98		
Total	478653.00	111			
Corrected total	28377.13	110			

The result of data analysis in table 4 shows that the F-value for academic self-efficacy is 0.38 with a significance value of 0.70. The significance value of 0.70 is greater than the alpha significance ($p > 0.05$). Therefore, there is no significant effect of academic self-efficacy on students' mastery of keyboarding skills in colleges of education.

Hypothesis Three: There is no significant interaction effect of treatments and academic self-efficacy on students' mastery of keyboarding skills in Colleges of Education.

Table 5: Analysis of Covariance (ANCOVA) of the Interaction Effect of Treatments and Academic Self-efficacy on Students Mastery of Keyboarding Skills

Source	Type III sum of squares	Df	Mean square	F	Sig.
Corrected model	18999.324 ⁰	3	6333.108	100.06	0.00
Intercept	434981.84	1	434981.84	1.376E4	0.00
Treatment	18620.51	1	18620.51	585.62	0.00
ASE	9.365	1	9.37	0.38	0.70
Treatment*ASE	0.713	1	0.71	0.02	0.79
Error	10377.81	107	96.98		
Total	478653.00	111			
Corrected total	28377.13	110			

The result of data analysis in table 5 showed that the F-value for the interaction effect of treatments and academic self-efficacy is 0.02 with a significance alpha value of 0.79. The significance value of 0.79 is greater than the alpha significance ($p > 0.05$). Therefore, there is no significant interaction effect of treatments and academic self-efficacy on students' mastery of keyboarding skills in colleges of education.

Discussion of Findings

The result revealed that there is a significant main effect of treatments on students' mastery of keyboarding skills because the students taught keyboarding with activity-based strategy had a higher mean mastery of keyboarding skills than those taught with conventional demonstration method. This is because the strategy promotes mastery of skills through students' engagement in meaningful activities to find solutions to simple problems that are within their range of ability. It involves manipulation of materials resources for learning, participating mentally and physically by doing, using physical resources. Students are able to achieve better in mastery of skills because lots of activities relevant to keyboarding instruction are integrated seamlessly into the regular instructional materials and methods to involve students in the teaching-learning processes to ensure fruitful learning outcomes. This finding is consistent with the report of Bugaje and Abubakar (2016); Mishra and Yadav (2013); Iqbal and Tayyaba (2014) as well as Timothy (2015) in their separate studies that activity based instruction is effective and efficient in teaching and learning because it enhances academic achievement and mastery of skills than the conventional method.

The findings revealed that students with high academic self-efficacy had a slightly higher mastery scores than their counterpart with low academic self-efficacy but the hypothesis revealed that the difference is not significant. This result shows that the use of activity based is not biased based on the academic self-efficacy of students taught. This finding is in tandem with the report of Maliha and Sarwat (2019) that the achievement of students with high academic self-efficacy is higher than that of students with low and medium academic self-efficacy. Also, Ahmad and Safana (2013) found that students with high self-efficacy perform better than those with low self-efficacy. On whether the difference is significant or not, the report of Honicke and Broadbent (2016) contradicts this finding that academic self-efficacy is significantly correlated with students' academic performance while Usher and Pajares (2008) reported that self-efficacy is a strong predictor of students' academic achievement across academic areas and levels.

It was also found in this study that there is no significant interaction effect of treatments and academic self-efficacy on students' mastery of keyboarding skills in colleges of education. Though, treatments have significant effect on students' mastery of keyboarding skills but a combination of treatments and academic self-efficacy does not have significant effect on students' mastery of keyboarding skills. This finding contradicts the report of Julius (2018) that significant interaction effect of treatment and self-efficacy on academic achievement exists. Also, Satici and Can (2016) in their report claims that students with high academic self-efficacy are significantly favoured in their academic endeavour than their counterpart because they are always willing to accept difficult tasks.

Conclusion

This study investigated the complimentary effects of activity-based strategy and academic self-efficacy on students' mastery of keyboarding skills in Colleges of Education. The study concluded based on findings from data collected and analysed that activity-based strategy is more effective in enhancing mastery of keyboarding skills than the conventional demonstration method. Also, students with high and low academic self-efficacy performed relatively well in mastery of keyboarding skills which signifies that the use of activity based strategy is sensitive to students' academic self-efficacy.

Recommendations

The following recommendations were made based on the findings and conclusion that:

1. Business Education Lecturers particularly OTM specialists should adopt the use of activity based strategy in keyboarding instruction to improve students' mastery of skills.
2. Administrators of Business Education department should organize capacity building programmes for lecturers in order to highlight the procedure and benefits of activity based strategy in the effective of keyboarding instruction.
3. National Commission for Colleges of Education (NCCE) responsible for the planning and developing curriculum of Colleges of Education should include activity based strategy in the suggested strategies for keyboarding instruction.

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QUALIFICATION AND TEACHING EXPERIENCE AS DETERMINANTS OF TEST DEVELOPMENT SKILLS OF PHYSICS TEACHERS IN DELTA CENTRAL SENATORIAL DISTRICT OF DELTA STATE.

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Abstract

This study investigated qualification and teaching experience as determinants of test development skills of physics teachers in Delta Central Senatorial District of Delta State. Four research questions guided the study. The study adopted descriptive survey research design. The population and sample of the study consisted of 570 and 57 respectively. Data was collected with a structured interview guide designed by the researcher. A reliability coefficient of 0.89 was obtained for the items on the interview guide. Teachers' responses were recorded in line with response format in the interview guide. Quantitative data collected was subjected to data analysis and the research questions were answered using mean and standard deviation. The findings of the study revealed that qualification and teachers' teaching experience determine the test development skills possessed by secondary school physics teachers in Delta Central Senatorial District while sex and location do not determine the test development skills possessed by secondary school physics teachers in Delta Central Senatorial District. Based on the findings of this study, it was recommended among others that qualified and experienced physics teachers should provide mini workshop for less qualified colleagues to be able to apply the skills for reliable and valid test development, test items banks in physics should be encouraged by teachers, principals and school management where less experienced teachers in test development skills can draw for the purpose of learning.

Keyword: Qualification, Teaching Experience, Test Development Skill, Teachers

Introduction

Education was informal before the advent of western education in Nigeria. This means that there was no form of testing process to determine the level of change in behaviour or the amount of contents that has been achieved in the educational activities. It can be concluded that western education in Nigeria formalized the reason for testing in Nigeria Educational system. Igabari and Okagbare (2023) stated that tests are quantitative measures of students' performance and some can be used to compare students with other students and measure improvement over time. The tests used could be made either by a teacher sometimes called classroom-made-test or by professional bodies called external test (standardized test). Test help a student understand himself in terms of his/her knowledge, attitude and ability. Test is an instrument for organized measure of a person's personality or academic traits with the aid of a numerical scale. It is the easiest instrument to measure the cognitive level of examinee (Igabari & Okagbare, 2023). Testing has become one of the most crucial method and parameters by which a society judges the product of her educational system. They further reiterated that test is a central part of the school system that make the deviant students, regular absentees, unserious learners sometime call G-boys to turn up in school and present themselves for testing on examination days for the purpose of promotion, certification and award. Despite these functions of test and the fact that measurement experts have adopted testing as the most objective means of decision making in education, various criticisms have been raised on issues concerning testing in recent times (Amajuoyi in Okagbare, Ossai & Osadebe, 2023). This test criticisms could be as a result of teachers' experience and qualification among other factors when developing test for use. Test

follows some stipulated rule for it to be reliable and valid. In other words, tests are made to appear valid and reliable when skills are applied. A good testing involves writing appropriate test items, good test instructions and good skill in putting the items together in different ways to achieve the expected format and purpose (Igabari & Okagbare, 2023). The test skills that should be possessed by teachers includes planning, item writing, item analysis, composition of item, reliability, printing and administration, marking, scoring and test manual. These skills assist teachers to construct good and acceptable test items for students of various ages, abilities, and gender to enable them finish within the time frame and do not become scared of tests. Deficiency of test development skills by teachers might result in students' performance falsification during assessment. Apata (2013) revealed that teachers qualification and experience have great influence on students performance because those taught by qualified and experienced teachers performed better than others taught by the less qualified and experienced teachers.

A major variable that can affect or influence test development skills is teachers' years of teaching experience. The relationship between teaching experience and internal efficiency of schools have been examined by many researchers. Ewetan and Ewetan (2015) found that teachers' experience and educational qualifications were the prime predictors of students' academic achievement in an item of a test. However, Rivkin et al. (2005) found that teachers' teaching experience and educational qualifications were not significantly related to teachers' test development skills.

There have always been recruitment of qualified, under-qualified and inexperienced teachers into the teaching profession. To many, teaching became a means to an end, and served only as a stepping stone to greener pasture. The consequence of this was the presence of incompetent teachers in the school system thereby resulting in persistent student failure in public examinations (Hamafyelto, Hamman-Tukur, & Hamafyelto, 2015).

Inko-Tariah and Okon (2019) conducted a study to assess the knowledge of lecturers on test construction procedures. It involved a sample of 200 lecturers drawn from 440 teaching of staff of the university. The results revealed high knowledge of test construction procedures by the lecturers and that lecturers' knowledge of test construction procedures did not differ significantly based on gender, years of experience, professional training and educational qualification.

What the teacher does, influences the whole process of learning and qualified teachers produce better performing students through the application of test development skills (Akiri, 2013). Professional development of teachers can be effective and sustainable, if certain conditions are met. While hiring of qualified teachers is encouraged for improvement of academic performance, Firestone (2014) cautioned that policies should be made to retrain ineffective teachers. Ovat and Ofem (2017) carried out a study to ascertain the level of teachers' rating in the implementation of testing skills. The study used a sample of 400 teachers, and showed that teachers' teaching experience and their qualifications have significant influence on testing skills when developing good, reliable and valid test that measures students' performance. Other works on development of testing skills among teachers include Osadebe (2015) and Ubi and Ibe (2020).

Statement of the Problem

Students' performance in physics have been poor in both internal and external examination over the years. It is not categorically known if the problem of low performance is due to lack of test development skills by teachers who prepare students for these examinations. It is equally not certain whether the test developed by classroom teachers are appropriate for the level of students in terms of quality like the standardized test administer by examination bodies. Inadequate test development skills of teachers might result in false assessment of students' performance. According to Igabari and Okagbare (2023), test development has been found to be a major source of anxiety among many teachers, especially the less experienced ones in secondary schools. Many reasons could be deduced for this deficiency. Therefore, the problem of this study is to investigate the extent to which qualification, experience, gender and location determine the test development skills among secondary school physics teachers in Delta Central Senatorial Districts?

Research Questions

The following research questions guided the study:

1. Does qualification determine the test development skills of secondary school physics teachers in Delta Central Senatorial District?
2. Does the teaching experience determine the test development skills of secondary school physics teachers in Delta Central Senatorial District?
3. Does sex determine the test development skills of secondary school physics teachers in Delta Central Senatorial District?
4. Does location determine the test development skills of secondary school physics teachers in Delta Central Senatorial District?

Purpose of the Study

This research is intended to investigate the extent to which qualification, teaching experience, sex and location determine the test development skills of secondary school physics teachers in Delta Central Senatorial District.

Significance of the study

This study is significant because it will help to identify some salient factors that will improve test development skills among secondary school physics teachers in the study area, such as qualification and experience of the teachers. It will also be useful to educational administrators, policy makers and examination bodies in ensuring practices in test development.

Methodology

This study employed descriptive survey research design. The population of this study consists of 570 physics teachers in government secondary schools in the study area. A sample of 57 physics teachers, representing 10% of the population, was drawn. Proportionate stratified sampling procedure was employed in selecting the sample for the study. The stratification was based on sex (male and female), school location (urban and rural) and qualification (qualified and unqualified). The instrument was validated by two experts in measurement and evaluation from Guidance and Counselling department. The experts' judgment was to ascertain and ensure that the instrument measure what it was designed for in the study.

To test for the reliability of the instrument, test-retest method was used on a set of 57 physics teachers selected from Delta North Senatorial District. The teachers were interviewed and re-interviewed after three weeks. The results of the two interviews were compared with the Pearson's Correlation Coefficient, and a reliability coefficient of 0.89 was obtained. The researcher personally visited the various sampled schools and interviewed the physics teachers using the structured interview guide designed for the study. Their responses were recorded in line with response format in the interview guide. Quantitative data collected through the structured interview were subjected to data analysis using Statistical Packages for Social Sciences (SPSS) software. The results obtained were used to answer the research questions mean. The decision rule was a benchmark of 2.50 and above for skills possessed by the teachers.

Results

Research Question One: Does qualification determine the test development skills possessed by secondary school physics teachers in Delta Central Senatorial District?

To answer research question 1, the responses were rated on the skills covered in the study on the basis of teacher qualification (qualified and unqualified). The mean rating of responses is presented in Table 2a and Table 2b

Table 2a: Mean ratings on Test Development Skills of Qualified Physics Teachers

S/N. Test Development Skills	N	Mean	Std. Deviation	Decision
A. Items Writing Skills	50	2.72	0.77	Skilled
B. Item Analysis	50	2.81	0.80	Skilled
C. Items Composition Skills	50	2.89	0.73	Skilled
D. Validity and Reliability Skills	50	2.66	0.65	Skilled
E. Marking and Scoring Skills	50	2.89	0.79	Skilled
F. Printing and Administration Skills	50	3.07	0.72	Skilled
Cluster Mean	50	2.85	0.76	Skilled

Table 2a shows the mean scores of the test development skills on the basis of teacher's qualification. Printing and administration skills ranked highest among the skills possessed by physics teachers, followed by planning, item composition, marking and scoring skills, item analysis, item writing, validity and reliability skills. Each variable has mean higher than the benchmark of 2.50. This implies that qualified secondary school teachers possess test development skills.

Table 2b: Mean ratings on Test Development Skills of Unqualified Physics Teachers

S/N. Test Development Skills	N	Mean	Std. Deviation	Decision
A. Planning Skills	7	2.11	0.53	Not Skilled
B. Items Writing Skills	7	2.07	0.61	Not Skilled
C. Item Analysis	7	2.14	0.71	Not Skilled
D. Items Composition Skills	7	2.33	0.79	Not Skilled
E. Validity and Reliability Skills	7	2.24	0.53	Not Skilled
F. Marking and Scoring Skills	7	2.24	0.41	Not Skilled
G. Printing and Administration Skills	7	2.19	0.58	Not Skilled
Grand Mean	7	2.19	0.60	Not Skilled

Table 2b shows the mean of the test development skills for under-qualified teachers. Each item in Table 2b has mean lower than the benchmark of 2.50. This implies that unqualified secondary school physics teachers do not adequately possess test development skills.

Tables 2a and 2b showed that grand mean value for qualified secondary school teachers is greater than the benchmark mean of 2.50 while that of unqualified teacher are below the benchmark mean of 2.50. This implies that teaching qualification determine the test development skills of secondary school physics teachers in the area of study.

Research Question Two: Does teacher's teaching experience determine the test development skills possessed by secondary school physics teachers in Delta Central Senatorial District?

To answer research question 2, the physics teachers interview responses were rated on the skills covered in the study on the basis of teacher's experience (experienced and less experienced). The mean rating of responses is presented in Table 3a and Table 3b

Table 3a: Mean ratings on Test Development Skills for experienced physics Teachers.

S/N. Test Development Skills	N	Mean	Std. Deviation	Decision
A. Planning Skills	40	3.01	0.87	Skilled
B. Items Writing Skills	40	2.84	0.78	Skilled
C. Item Analysis	40	2.96	0.80	Skilled
D. Items Composition Skills	40	2.92	0.72	Skilled
E. Validity and Reliability Skills	40	2.72	0.67	Skilled
F. Marking and Scoring Skills	40	2.97	0.81	Skilled
G. Printing and Administration Skill	40	3.19	0.71	Skilled
Grand Mean	40	2.94	0.77	Skilled

Benchmark Mean: 2.50

Table 3a shows the mean score of test development skills on the basis of experience. Printing and administration skills ranked highest among the skills possessed by physics teachers followed by planning, marking and scoring, item analysis, item composition item writing, validity and reliability skills. Each variable has means greater than the benchmark of 2.50. This implies that printing and administration, item composition, marking and scoring, planning, item analysis, item writing, validity and reliability skills are the test development skills possessed by experienced secondary school physics teachers in Delta Central Senatorial District.

Table 3b: Mean ratings on Test Development Skills for inexperienced physics Teachers.

S/N. Test Development Skills	N	Mean	Std. Deviation	Decision
A. Planning Skills	17	2.28	0.77	Not Skilled
B. Items Writing Skills	17	2.18	0.55	Not Skilled
C. Item Analysis	17	2.20	0.56	Not Skilled
D. Items Composition Skills	17	2.57	0.74	Skilled
E. Validity and Reliability Skills	17	2.35	0.51	Not Skilled
F. Marking and Scoring Skills	17	2.43	0.53	Not Skilled
G. Printing and Administration Skill	17	2.41	0.64	Not Skilled
Grand Mean	17	2.34	0.62	Not Skilled

Benchmark Mean: 2.50

Table 3b showed the mean scores of test development skills covered by the study. Item composition skill is ranked highest among the skills possess by physics teachers, followed by marking and scoring, printing and administration, validity and reliability skills, planning, item writing and item analysis skills. Each skill except item composition, has a mean score lower than the bench mark of 2.50. This implies that inexperienced physics secondary school teachers do not possess test development skills in reasonable level. .

Tables 3a and 3b revealed that grand mean value for experienced physics teachers is greater than benchmark, while that of inexperienced physics teachers is below the benchmark. This implies that teaching experience contributes to test development skills possessed by physics teachers in Delta Central Senatorial District.

Research Question Three: Does sex determine the test development skills possessed by physics secondary school teachers in Delta Central Senatorial District?

To answer research question 3, the physics teachers interview responses were rated on the skills covered in the study on the basis of teacher's sex (male and female). The mean rating of responses is presented in Tables 4a and 4b

Table 4a: Mean ratings on Test Development Skills for Male physics Teachers

S/N. Test Development Skills	N	Mean	Std. Deviation	Decision
A. Planning Skills	29	3.21	0.83	Skilled
B. Items Writing Skills	29	2.86	0.95	Skilled
C. Item Analysis	29	2.83	0.97	Skilled
D. Items Composition Skills	29	2.92	0.95	Skilled
E. Validity and Reliability Skills	29	2.72	1.09	Skilled
F. Marking and Scoring Skills	29	3.11	0.93	Skilled
G. Printing and Administration Skill	29	2.96	0.81	Skilled
Grand Mean	29	2.94	0.93	Skilled

Benchmark Mean: 2.50

Table 4b: Mean ratings on Test Development Skills for Female physics Teachers

S/N. Test Development Skills	N	Mean	Std. Deviation	Decision
A. Planning Skills	28	2.88	0.82	Skilled
B. Items Writing Skills	28	2.87	0.89	Skilled
C. Item Analysis	28	2.99	1.15	Skilled
D. Items Composition Skills	28	2.73	1.02	Skilled
E. Validity and Reliability Skills	28	2.49	1.17	Not Skilled
F. Marking and Scoring Skills	28	2.88	1.03	Skilled
G. Printing and Administration Skill	28	3.09	0.75	Skilled
Grand Mean	28	2.85	0.96	Skilled

Benchmark Mean: 2.50

Tables 4a and 4b show the mean scores of test development skills for male and female physics teachers. The mean score for planning skill of male physics teachers is 3.21 while that of female physics teachers is 2.88. Items writing skills of male and female physics teachers is 2.86 and 2.87, item analysis score is 2.83 and 2.99, item composition score is 2.92 and 2.73, validity and reliability skills score is 2.72 and 2.49, marking and scoring skills is 3.11 and 2.88, while printing and administration skills score is 2.96 and 3.09 for male and female physics teachers, respectively. The cluster mean score for male and female physics teachers is 2.94 and 3.09, respectively. The cluster mean scores for both male and female physics teachers are above the bench mark. This indicates that sex does not determine the test development skills possessed by secondary school physics teachers in Delta Central Senatorial District.

Research Question Four: Does location determine the test development skills possessed by secondary school physics teachers in Delta Central Senatorial District?

To answer research question 4, the physics teachers interview responses were rated on the skills covered in the study on the basis of location (urban and rural). The mean rating of responses is presented in Table 5a and Table 5b

Table 5a: Mean ratings on Test Development Skills for Urban Physics Teachers

S/N. Test Development Skills	N	Mean	Std. Deviation	Decision
A. Planning Skills	35	3.08	0.86	Skilled
B. Items Writing Skills	35	2.75	0.91	Skilled
C. Item Analysis	35	2.76	1.05	Skilled
D. Items Composition Skills	35	2.77	0.98	Skilled
E. Validity and Reliability Skills	35	2.55	1.08	Skilled
F. Marking and Scoring Skills	35	3.07	0.91	Skilled
G. Printing and Administration Skill	35	2.98	0.82	Skilled
Cluster Mean	35	2.85		Skilled

Benchmark mean: 2.50

Table 5b: Mean ratings on Test Development Skills for Rural Physics Teachers

S/N. Test Development Skills	N	Mean	Std. Deviation	Decision
A. Items Writing Skills	22	3.01	0.83	Skilled
B. Item Analysis	22	3.14	1.04	Skilled
C. Items Composition Skills	22	2.91	0.99	Skilled
D. Validity and Reliability Skills	22	2.71	1.19	Skilled
E. Marking and Scoring Skills	22	2.89	1.09	Skilled
F. Printing and Administration Skill	22	3.11	0.71	Skilled
Cluster Mean	22	2.96	0.95	Skilled

Benchmark mean: 2.50

Table 5a shows the seven test development skills possessed by urban physics teachers. The mean of their responses ranged from 2.76 to 3.08 with cluster mean of 2.85, which was above the bench mark (2.50). Also, Table 5b shows the seven test development skills possessed by rural physics teachers. The mean of their responses ranged from 2.71 to 3.11 with cluster mean of 2.96, which was above the benchmark mean (2.50). This indicated that urban and rural physics teachers equally possessed skills of planning, items writing, item analysis, items composition, validity and reliability, marking and scoring, printing and administration.

Since the cluster mean values for both urban and rural secondary school physics teachers are greater than the benchmark mean of 2.50, we infer that teachers' location does not determine the test development skills possessed by secondary school teachers in Delta Central Senatorial District.

Discussion of Findings

Qualification as a Determinant of Test Development Skills of Secondary School Physics Teachers.

Analysis of data relating to research question one shows that qualification determine the test development skills possessed by secondary school physics teachers. The reason for this finding is that trained physics teachers prepared tests that were more valid and reliable. The finding disagrees with Inko-Tariah and Okon (2019) who asserted that lecturers' knowledge of test construction procedures did not differ significantly based on professional training and educational qualification. This finding also disagreed with Ovat and Ofem (2017) who found that professional training and qualification does not determine teachers' test development skills.

Teachers' Teaching Experience as a Determinant of Test Development Skills of Secondary School Physics.

Analysis of data relating to research question two shows that teachers' teaching experience determines the test development skills possessed by secondary school physics teachers in Delta Central Senatorial District. The teachers with more experience in teaching and test development prepared tests which were more valid and reliable. This finding disagreed with Ravkin et al (2015) who found that teachers' teaching experience were not significantly related to teachers' test development skills. It also agrees with Ewetan and Ewetan (2015) who found that teachers' experience and educational qualifications were the prime predictors of students' academic achievement in an item of a test developed by teachers.

Sex as a Determinant of Test Development Skills of Secondary School Physics Teachers.

Analysis of data relating to research question three shows that sex does not determine the test development skills of secondary school physics teachers in the area of study. This finding agreed with Okon (2014) who stated that knowledge of test construction is not determined by sex. The finding also agreed with Dubem (2014) that lecturers' competence in test construction depends on the personality and training rather than gender of the teacher as skills in constructing good tests are acquired through training.

Location as a Determinant of Test Development Skills of Secondary School Physics Teachers' in Delta Central Senatorial District.

Analysis of data relating to research question four shows that location does not determine the test development skills possessed by secondary school teachers in Delta Central Senatorial District. This is also in line with Osadebe (2014) which states that there was no significant difference between rural and urban teachers on the implementation of continuous assessment in secondary schools.

Conclusion

In line with the findings of this study, it was concluded that qualification and teaching experience affect test development skills of physics teachers in the study area. Physics teachers who are trained on test construction and analysis prepared test that were more valid and reliable unlike their colleagues who are less qualified and experience. Also, sex (male and female) as well as location (urban and rural) of schools do not determine the extent of test development skills among physics teachers in Delta Central Senatorial District. It is the teachers' competence and training acquired that determines test development skills.

Recommendations

1. Qualified and experienced physics teachers should provide mini workshop and training for less qualified colleagues to be able to apply the skills for reliable and valid test development.
2. Test items banks in physics should be encourage by teachers, principal and school management where less skilled teachers in test development can draw test items.
3. Teachers, no matter the location of school or sex should avail themselves of any good opportunity for training on test development skills.

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IMPACT OF CORPORATE SOCIAL RESPONSIBILITIES ON THE SOCIAL DEVELOPMENT IN LAGOS STATE NIGERIA: A CASE OF MTN NIGERIA LTD

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Abstract

This study investigated the impact of corporate social responsibility on social development in Lagos State using MTN as a study. The study adopted the survey research design and employed primary data sourced through the administration of well structured questionnaire. The hypotheses formulated were tested using regression analysis. The result revealed that the impact of corporate social responsibility on community development in Lagos State is significant. The result also shows that the prediction that CSR have a significant positive effect on organizational profitability was partially supported ($\beta=0.235, p>0.05$). In addition, the results revealed that the amount of shared variance between CSR and financial performance is 5%. Furthermore, the study demonstrated that a statistically significant relationship exists between corporate social responsibility and corporate competitiveness. This indicates that a firm's involvement in CSR leads to competitive advantage. This can be achieved by being environmentally conscious, awarding scholarship, funding charitable causes, adopting transparent recruitment practices, and striking a balance between work and family roles. The study recommended that operations, products, and services of the organization should be environmentally friendly.

Keywords: Corporate Social Responsibility, Corporate Reputation, Customer Purchasing Intention

Introduction

Corporate Social Responsibility (CSR) is a strategic and competitive program for a company in business competition as it provides a mechanism for an organization to voluntarily integrate social and environmental concerns in its operations and its interaction with stakeholders. Also known as companies' social duty, it is a sustainable improvement concept, associated with exceptional ranges of society, from environmental troubles to social welfare, education, and worldwide warming (Luce et al., 2021; Nassivera et al., 2017). Companies social duty can consist of sponsorships, charity occasions and voluntary personnel in addition to other creative sports (Prieto et al., 2020). Companies' social obligation is an important approach for corporations in their marketing planning. Many multinational agencies promote worldwide businesses to meet corporate social duty as a crucial and critical a part of commercial enterprise sports (Ebert & Griffin, 2017). Companies' social responsibility plays an essential function in marketing and branding of a business and Companies' social responsibility has steadily end up the main topic of advertising, in which funding and environmental cognizance are more emphasized in corporate social obligation (Jones et al., 2016).

Participation in Companies' social obligation sports delivers wonderful advantages to organizations along with photograph promoting, emblem improvement, increase sales, reputation formation and change patron attitudes (Famiyeh et al., 2017; Jones et al., 2020).

According to Esen (2018), CSR includes multi-dimensional definitions that define the main responsibilities of the business and (2) is defined based on the concept of societal marketing). Campfens's (2019) study

received the most attention in this respect. CSR includes 4 main types of responsibilities including: economic; legal; ethical; and philanthropic, are verified with various organizational stakeholders such as business owners, customers, employees, communities and society at large. Besides, Turban (2019) defined the concept of social marketing as doing commercial enterprise in the direction of preserving and enhancing the client's well-being and the society's nicely-being. While Wu et al. (2019) Extended this concept, thus, the definition of CSR turned into elevated to consist of heading off doing bad and promoting doing excellent to stakeholders. Organizations are generally appeared as positive partners in the groups in which they perform. Even though they were instrumental in developing employment, wealth, services and products, yet the stress on companies to play a position in social issues regarding personnel, stakeholders, society, environment and government is constantly growing (Turban & Greening, 2019).

Statement of the Problem

The rapid growth of corporate entities in Lagos State, Nigeria, has raised questions about the extent to which these organizations are actively contributing to social development through Corporate Social Responsibility (CSR) initiatives. Lagos, being one of the most populous and economically significant states in Nigeria, presents a unique socio-economic landscape where corporations should play a crucial role in shaping the community's well-being. However, the extent to which corporate entities in Lagos engage in socially responsible practices and the tangible impact of these initiatives on the local social fabric remains largely unexplored.

Lagos State, as a socio-economic hub, confronts multifaceted social issues such as poverty, education gaps, healthcare disparities, and environmental challenges. While corporations operating within the state are increasingly engaging in CSR activities, the efficacy and genuine impact of these initiatives on addressing these social issues are not well-understood. The lack of comprehensive empirical studies and systematic analyses on the correlation between corporate social responsibility initiatives and measurable social development outcomes in Lagos State necessitates an in-depth investigation.

Furthermore, given the dynamic business landscape of Lagos State, Nigeria, the relationship between Corporate Social Responsibility (CSR) initiatives and the competitive advantage of companies in Lagos state has become a subject of increasing significance. While the concept of CSR is gaining momentum globally, the specific impact and effectiveness of CSR practices on enhancing the competitive advantage of corporations in Lagos State remain inadequately understood. Similarly, the specific impact of CSR initiatives on the profitability of corporations in the dynamic business environment of Lagos State, Nigeria, remains a subject of considerable debate and exploration despite the increasing adoption of CSR by companies operating in Lagos. This study is therefore motivated to investigate the impact of CSR on social development in Lagos state using MTN Nigeria Ltd as a case. Specifically, the study intends to:

- i. Examine the influence of CSR on community development in Lagos State
- ii. Ascertain the influence of CSR on the competitive advantage of companies in Lagos State
- iii. Determine the influence of CSR on organisational profitability in Lagos State

Research Questions

This research seeks to address the following key issues:

- i. To what extent does CSR influence community development in Lagos State?
- ii. What is the influence of CSR on the competitive advantage of companies in Lagos State?
- iii. How does CSR influence organisational profitability in Lagos State?

Literature Review

Arnold (2019), at the same time as agreeing that financial worries are critical to organizations, argued that —the concept of social responsibilities supposes that the enterprise has no simplest monetary and felony duties, but also sure duties to society which increase beyond those responsibilities. Different concerns in CSR definition exist. One of which is Arko's (2018) four-part definition of CSR which encompasses the economic, legal, ethical and discretionary (philanthropic) expectations that society has of any given organization; namely:

- i. be profitable (economic),
- ii. be obedient to laws and regulations (legal),

- iii. do what is right, fair and just (ethical), and
- iv. be good corporate citizens (philanthropic / discretionary).

Most corporate organizations subscribe to the four parts but feel more obligated to the first three. Ansah (2018) argued against Carroll's CSR model, and postulated CSR practice as a socio-cultural product that reflects the society and people in which the corporate bodies operate. Amoako (2016) Argued that _even as there may be no universal definition for CSR, it usually refers to transparent commercial enterprise practices which are primarily based on ethical values, compliance with criminal necessities, and recognize for humans, communities and the environment. As a result, apart from making profits, businesses are liable for the totality of their impact on human beings and the planet. This is tantamount to announcing that beyond income, companies need to cope with problems of importance to the humans and the environment. Similarly, the World Business Council for Sustainable Development (2020), After consulting numerous stakeholders, stated that CSR is the dedication of companies to make contributions to sustainable economic development, running with employees, their families, the area people, and society at big to enhance their satisfactory of existence.

The improvement of CSR in Nigeria can be traced to the colonial era while the European corporations operated within the country. Then the concept of shareholders principle became predominantly pursued via the most appropriate European organization known as Royal Niger Corporation (RNC) chartered in 1886 (Dunfee, 2016). Shareholder principle defines the number one obligation of a firm's managers as the maximization of shareholders wealth (Rahman, 2019). The company philosophy of the RNC in Nigeria at some stage in this period exemplified shareholder perspective of the firm. Between 1885 and 1900, the corporation supplied informal employment for few indigenes in its postal device in Akassa in 1887, Calabar in 1891, Burutu in 1897 and Lokoja in 1899. The postal device was established ordinarily for conveying mails from its trading stations located in these industrial centres to and from Lagos by way of a weekly mail boat (Dunfee, 2016).

Normally, there are two modes for handing over CSR in Nigeria; companies delivering CSR through themselves (internally) and / or outsourcing to others to do it on their behalf (externally). The internal mode requires the corporate entity to take charge of its CSR implementation. An external mode implies outsourcing of CSR implementation to third parties (Luce, et.al, 2020). In each instances, the companies usually have in-house units or divisions whose obligations encompass to strategize, plan programmes, screen implementation and file effects.

Social Development

Contributions to social development in Nigeria by CBEs, FBOs and NGOs cut across health, education, water and sanitation, agriculture, capacity building, economic empowerment and credit. They have additionally featured in capacity building and economic empowerment, micro-credit facilities and agricultural extension. These are all critical aspects of agriculture and rural improvement in Nigeria. These interventions are assisting to solve some of the troubles of agriculture and rural development in Nigeria. The 3 levels of governments were unable to offer those critical infrastructural facilities in good enough quantities required for the improvement of the agricultural groups because of useful resource constraints, among others (FIFAD, 2020). For the reason that most Nigerians reside in the rural areas and are directly or circuitously depending on agriculture, CSR interventions in Nigerian have the potential for full-size advantages.

The level of contribution of various CBEs to CSR varies according to the funding modes adopted. The common funding modes are: CSR budget as a percentage of profit after tax; CSR budget as a combination of a percentage of net profit and a proportion of sales; CSR budget as a combination of a percentage of production from oil field, percentage of special/new construction projects budget, and allocated funding for approved community interventions; CSR funding as a combination of a percentage of profit and annual operations budget; CSR funding as a percentage of annual operations budget, the funding of CSR based on profit by the various CBEs ranges from one to five percent.

Theoretical Review

Legitimacy Theory

Legitimacy idea is a theory that famous the legitimacy of a business enterprise management gadget this is orientated toward taking facets with individuals, community groups, and the authorities (Gray, Kouhy, & Lavers, 1995). (Deegan et al., 2002) Argue that legitimacy theory is a theory that is very suitable for corporate social duty disclosure. Legitimacy is considered as a motivation this is predicted with the intention to inspire selection-making associated with the disclosure of corporate social duty.

Stakeholder Theory

Freeman and Reed (1983) Found out that stakeholders are all companies or folks who may be identified as influencing the success of organizational desires. Primarily based on this concept, employer management is predicted to perform all activities deemed important by way of stakeholders and also file on those sports. This indicates that the organisation's success is pretty depending on its capability to satisfy diverse expectations and information needs. Gray, Kouhy, & Lavers, (1995) Stated that facts can be used to control or reply to numerous stakeholders (as an example, legislators, clients, traders, suppliers, and non-governmental companies) to get their aid and approval. Stakeholder theory posits that successful corporations rely on their potential to satisfy stakeholder expectancies and meet diverse statistics needs. Primarily based in this perspective, data on Companies' social responsibility is the primary detail that can be used by companies to manipulate a variety of stakeholders, which include customers, investors, legislators, providers, non-governmental groups, and so forth. As a result, they gain assist from stakeholders (Gray, Kouhy, & Lavers, 1995).

Empirical Review

According to Rahman (2019), Businesses and organizations have proven the role of Companies' social duty greater surely because the Nineteen Nineties, and on a far broader scale than human beings predicted. As a consequence, the scope of the social duty they taking is broader, along with commercial enterprise ethics, labor practices, social duty, and reducing environmental harm from manufacturing and other social activities, and so on., because the strategic to construct and decorate the company picture inside the community and in society on the equal time, thereby constructing up company popularity in society. While according to Turban (2016), Social responsibility will assist corporations to improve emblem function as well as recognition and picture of the commercial enterprise. Further, the study of Bassen et al. (2016) suggests that social duty complements brand photograph and corporate reputation, increases sales, creates commitment to personnel and continues employee loyalty, will increase productivity, improves nice, and different advantages.

Several studies have also investigated the relationship between corporate social responsibility and the different stakeholder's behavior. Rahman et al. (2016) analyzed the impact of corporate social responsibility on consumer behavior. Similarly, Ali et al. (2017) studied the effect of CSR on investor behavior. Meanwhile, Rahman et al. (2017) studied the effects of CSR on employee behavior in the organization. According to Asumah (2016), CSR is a tool that affects consumer behavior positively. Purchase intention is behavior including consumer product reviews or brand attitude influenced by external factors. With the above theoretical basis, hypothesis H2 is established as follows: H2: Customer Purchasing Intention (CPI) is positively influenced by Corporate Social Responsibility (CSR) practices (+) CPI in this study was measured following Plewa (2018) including major factors: perceived quality; perceived value, and perceived sacrifice. The concept of company reputation became shaped from the corporate photograph in 1950 and developed right into a company identity in 1970 and 1980 (Turban and Greening, 2019). Following Dahlsrud (2016), Company recognition is fashioned and developed based totally on a hard and fast of beliefs about the ability and willingness to reply to the distinct stakeholder's interest. Meanwhile, according to Dahlsrud et al. (2017), The corporate reputation is derived from fantastic problem solving abilities, that are shared by way of the community and reach a excessive consensus from the community. Atuguba and Dowuona (2018) argue that the good reputation is the source for the business to survive in today's competitive environment.

According to Asumah (2016), corporate recognition is derived from terrific problem solving skills, which are shared by using way of the network and reach a immoderate consensus from the network. In addition, according to Amposah and Dartey (2017), Buy aim is whilst conscious personal attempts to shop

for products or services from a specific emblem. In other words, buy purpose is while consumers intend to plan to buy a particular product or a selected emblem's service (Bassen et al., 2016). According to Amposah and Dartey (2017) (2016), From the angle of purchaser perception, purchase purpose or client behavior entails making choices whilst to shop for, how tons to buy, where to buy, and so forth., for a certain services or products, leading to improved sales, expanded income, and improved commercial enterprise overall performance.

Rahman (2016) investigates the results of Companies' social responsibility on network improvement in Abuja, Nigeria the usage of MTN Corporation. The study determined how corporate social duty (social reasons, provision for basic social facilities and reimbursement to community contributors) impacts network development. Factor in time facts have been accrued from number one supply with the used of questionnaire masking a period of 10 years from 2004 to 2014. Ordinary Least regression was used for analysis and finding reveals that there may be a big dating between corporate social responsibility and network improvement in Abuja Nigeria.

Methodology

The study made use of survey layout to explain the simple functions of the facts within. This look at it as it is involved with the collection of information for the reason of describing and decoding present situations, triumphing practices, believes, attitudes, on-going process, effects which might be felt or trends which might be developing (Monsur, Shuaib & Mary, 2021). The design adopted helped in describing the relevant aspects of the phenomena under consideration and provided detailed information about each relevant variable. The source of data for the purpose of the study is the primary source. Questionnaire was used as the research instrument to collect the primary data for the study. Questionnaire is a listing of question or statement to which character are requested to respond by way of answering the question. The data collected were presented with the aid of tables, charts and subjected to descriptive and inferential statistics. Hypotheses formulated were tested using the regression analysis. The population of the study is the whole of the group within which the research findings could be based or applicable. For the purpose of this study, the population was the fifty 50 top management staff of MTN Plc in Lagos state head office. The sample size of the study is 36 top management staff derived with the use of Taro Yamanes' formula as shown below;

$$n = \frac{N}{1+N(e)^2}$$

Where; n = sample size, N = populations, e = error margins

$$n = \frac{40}{1+40(0.05)^2}$$

$$n = 36$$

Therefore, the sample size for this study is 36.

Results and Discussion

The result of data analysis and tests of hypotheses formulated earlier in this study are presented. The study looked at the impact of corporate social responsibilities on the social development in Lagos state Nigeria. A brief analysis of the descriptive statistics is presented in the Tables below:

Response rate

This refers to the number of people who complete the questionnaire administered, a total of 45 questionnaires were administered and 36 were completely filled and returned by the respondents which give the response rate of 80%

Demographic information of the respondents

In this section, the results obtained from respondents about their personal information are presented. Personal information obtained includes; gender, marital status, age, academic qualification and length of internet usage.

Table 1: Gender of respondents

Response	No of Respondent	Percentage (%)
Male	12	33%
Female	24	67%
Total	36	100%

Source: Field survey, 2022

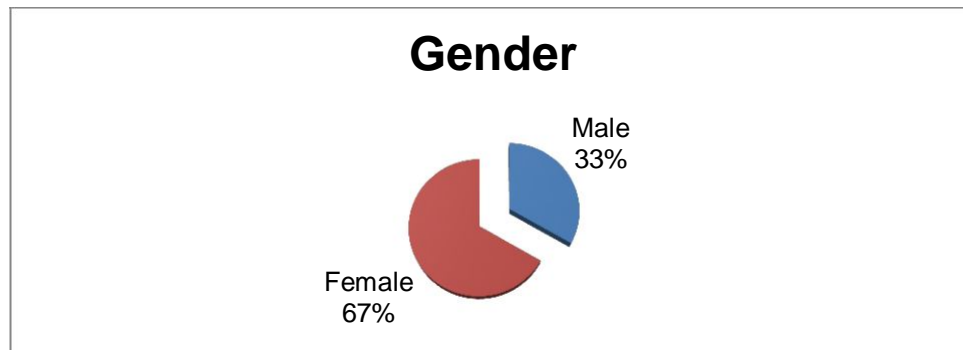
**Figure 1: frequency of gender.**

Table 1 and figure1 shows the frequency of gender distribution. It shows that 12 male respondents participated in the field survey giving 33% percent and 24 female respondents participated in the field survey giving 67% percent. This implies that majority of the respondents are female.

Table 2: Details of respondents by marital status

Response	No of Respondent	Percentage (%)
Single	5	14%
Married	17	47%
Divorce	6	17%
Widow	3	8%
Separated	5	14%
Total	36	100%

Source: Field survey, 2022

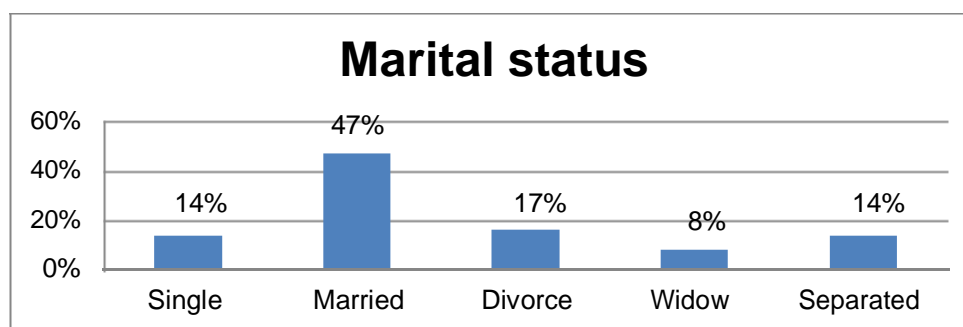
**Figure 2: Marital status of respondents**

Table 2 and figure 2 show the marital status of respondent of the study. The result shows that 14% of the respondents are single, 47% of the respondents are married, 17% are divorce, 8% are widow and 14% of the respondents are separated. This implies that majority of the respondents are married.

Table 3: Age of Respondents

Age of Respondents	Frequency	Percentage (%)
18-27years	8	22%
28-37years	10	28%
38-47 years	14	39%
48 years and above	4	11%
Total	36	100%

Source: Field survey, 2022

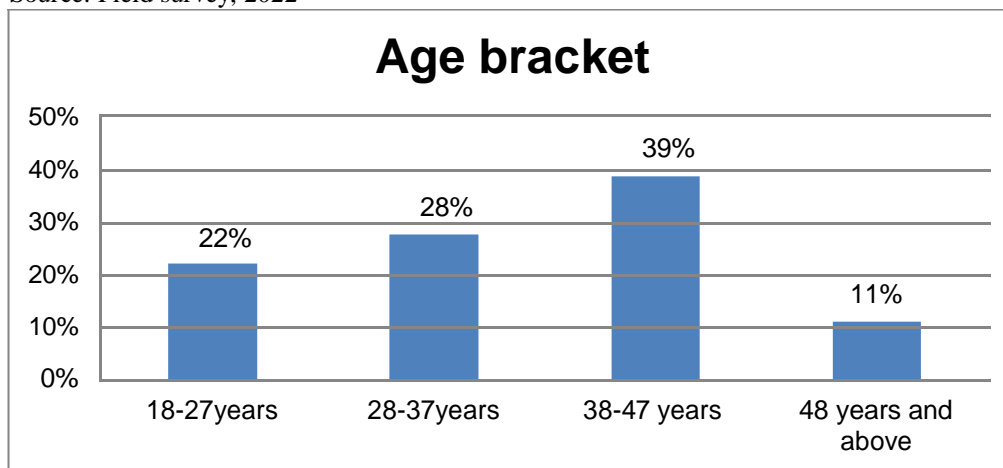


Figure 3: Age of Respondents

Table 3 and figure 3 shows the age distribution of respondents and the result shows that 22% are within the age of 18-27 years, 28% are within the age of 28-37 years, 39% are within the age of 38-47 years and 11% are within the age of 48years and above. This implies that majority of the respondents are aged between 38 and 47 years.

Table 4: Educational Qualification of respondents

Educational Qualification	Frequency	Percentage (%)
OND/NCE	6	17%
BSC/HND	22	61%
MSc/PhD	8	22%
Total	36	100%

Source: Field survey, 2022

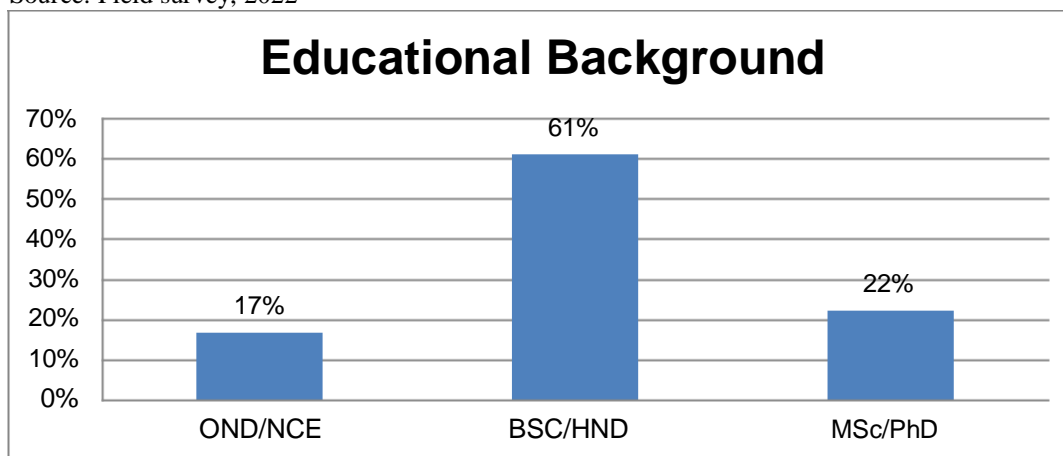


Figure 4: Educational Qualification of respondents

Table 4 and figure 4 shows the education qualification of respondents, the result shows that 17% of the respondents are OND/NCE holder, 61% are BSC/HND holder and 22% of the respondents

Table 5: Have you heard about MTN Company performing social responsibility in Lagos State?

Responses	Frequency	Percent
Yes	10	27%
No	26	73%
Total	36	100%

Source: Field Survey, 2022

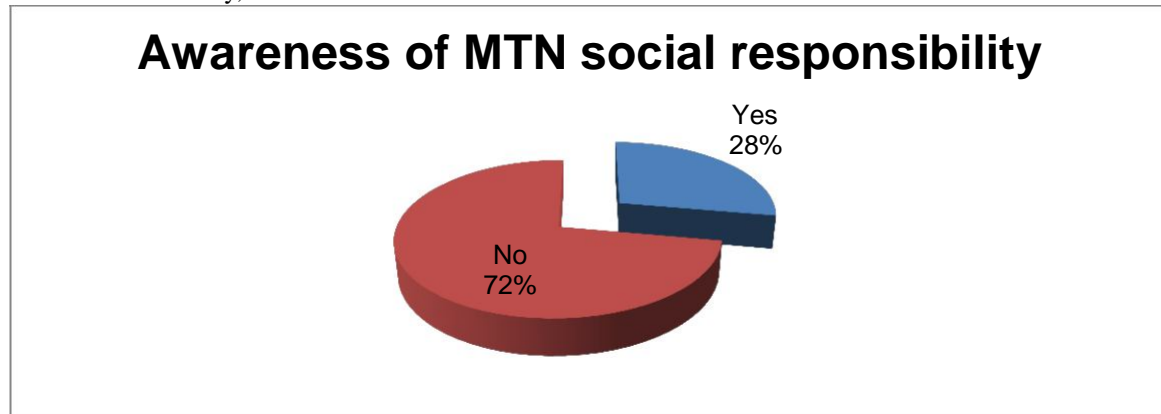


Figure 5: Awareness of MTN social responsibility

The table 5 and figure 5 shows that 27% of the respondents accepted that they have heard about the company performing social responsibility in Lagos State and 73% of the respondents are of the view that they have not heard about the company performing social responsibility in Lagos State.

Table 6: Role of corporate social responsibility in promoting socio-economic development of the people

Variables	Mean
MTN company sponsor tournaments in Lagos State	3.165
MTN company sponsor local pageant in Lagos State	3.058
MTN Company perform the activities of endorsing celebrity in Lagos State	3.012

Source: Field Survey, 2022

Table 6 shows the result on the role of corporate social responsibility in promoting socio-economic development of the people, the result shows that the mean of the all variables are above 2.50 which implies that MTN company play a good role in promoting socio economic development of the people.

Table 7: OLS Regression Result

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.865a	0.749	0.747	0.71361	0.054

a. Predictors: (Constant), CE, ST, SLP

b. Dependent Variable: CD

ANOVA

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	599.218	3	199.739	392.233	.000 ^a
Residual	201.148	395	0.509		
Total	800.366	398			

a. Predictors: (Constant), CE, ST, SLP

b. Dependent Variable: CD

Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 Constant	1.377	0.08		17.15	0.000
ST	1.129	0.099	1.162	11.439	0.000
SLP	0.275	0.112	0.299	2.448	0.015
CE	0.591	0.107	0.623	5.539	0.000

a. Dependent Variable: CD

$$CD = \alpha + \beta_1 ST + \beta_2 SLP + \beta_3 CE + \mu$$

The p-value of 0.00 is less than the t-statistic value of 11.439 and the standard error value of 0.099 for sponsoring tournaments (ST). This implies that there is a significant relationship between sponsoring tournaments (ST) and community development in Lagos State. The p-value of 0.15 is less than the t-statistic value of 2.448 and the standard error value of 0.112 for sponsoring local pageant (SLP). This implies that there is a significant relationship between sponsoring local pageant (SLP) and community development in Lagos State. The p-value of 0.00 is less than the t-statistic value of 5.539 and the standard error value of 0.107 for endorsing celebrity (EC) and community development in Lagos State.

The f-statistic value of 392.233 is significant at P statistic value of 0.00 which provides evidence of existence of linear relationship between social causes and community development. The $R^2 = 0.74$ indicates that only 74% corporate social responsibility activities (social causes) embarked upon by the company contributes immensely to community development but 26% can explained by other factors not noted in the regression model which is refer to as error term. Therefore we accept the alternative hypothesis that there is a significant relationship between social causes and community development.

Table 8: Effect of CSR contributions towards community wellbeing on market competitiveness

Variables	Mean
The organization award scholarship and employment to qualified indigenes.	3.676
The organization provides recreational facilities to its operating communities.	4.056
The company strives to improve socio-economic welfare of the society.	4.127
The company supports the community through internal security, community policing, and peace building.	4.106

Source: Field survey, 2022

Table 8 shows that all the variables on effect of CSR contributions towards community wellbeing on market competitiveness is above average which implies that MTN company in Lagos has positive contribution toward community wellbeing on market competitiveness.

Table 9: Summary of regression analysis between concern for environmental development and competitive advantage

Variable	Beta estimate	Std.error	T-statistics	P
(Constant)	15.051	1.619	9.297	0.000
W_safety	0.418	0.221	5.005	0.000
W_harazard	0.262	0.26	2.999	0.003
Climate	0.231	0.321	2.583	0.001
H_community	0.125	0.256	2.273	0.065
Voluntary CDP	0.207	0.26	4.102	0.000

$R = 0.513$; $R^2 = 0.263$; Adjusted $R^2 = 0.230$; Std. error = 2.987; F-value = 17.990, $p = 0.001$. Dependent variable: competitive advantage

A decision is made that firm's contribution towards community wellbeing has positive effect on competitive advantage. This may imply that firms' that contribute towards environmental development and sustainability as part of its social responsibility are bound to impact positively on its market value increased brand awareness and patronage, good corporate image and corporate reputation, higher employee commitment, enhanced job pursuit intention and increased profit etc. As shown in the study, these advantages can be achieved by regularly awarding scholarship and employment to qualified indigenes, provision of recreational and educational facilities to its operating communities, improving socio-economic welfare of the people through development programmes, supporting internal security initiatives and arrangement (e.g., community policing), and peace building.

Table 10: Regression results of the Effect of CSR on organizational profitability

Model	B	Se β	B
Constant	23.004	5.349	-
CSR	0.094	0.067	0.235

$$R^2 = 0.05 \quad \Delta R^2 = 0.027$$

As shown in Table 10, the researchers' prediction that CSR will have significant positive effect on organizational profitability was partially supported ($\beta = 0.235$, $p > 0.05$). In addition, the results showed that the amount of shared variance between CSR and financial performance is 5%. This implies that 5% of the variations in organizational profitability are explained by CSR and the rest unexplained. This is not significant so as to influence performance.

Conclusion

This research considered the impact of Corporate Social Responsibility (CRS) on organizational social development in Lagos state using MTN as a case. The study concluded that corporate social responsibility has a significantly positive influence on competitive advantage and this was equally statistically significant. This study concludes that the impact of corporate social responsibility on community developments in Lagos State is significant. This shows that corporate social responsibility proxies as basic social amenities, social causes and compensation to community members significantly contribute to community development in Lagos State. The study has equally demonstrated that a partial relationship exists between corporate social responsibility and profitability. This indicates that a firm's involvement in CSR leads to improved corporate performance. This can be achieved by being environmentally conscious, awarding scholarship, funding charitable causes, adopting transparent recruitment practices, and striking a balance between work and family roles,

Recommendations

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

- i. Operations, products and services of the organization should be environmentally friendly. This can be achieved by recycling waste products and other by products that may no longer be useful for sale and public consumption. At the design stage, products should be planned and produced taking environmental degradation into consideration. More so, as part of its social responsibility, awareness activities and campaigns on environmental protection and sustainability should be supported by the firm. The organization should support the government in its drive towards cleaner, greener and sustainable environment.
- ii. There is a need for the studied organization to increase its priority on actions that improve on community wellbeing; this has been shown in the study as having highest degree of positive association with market competitive success.
- iii. Top management should improve its record of environment activities by implementing workplace safety initiatives, enhance health of community dwellers, and reduce operational impact on air pollution and workplace hazard.

- iv. Management should create an enabling business environment where there is respect for socio-cultural values and societal norms, equal opportunities and access for all sexes, fairness and integrity in dealing with employees and customers, transparent and fairness to members of the public and employ a merit basis for awarding contracts.
- v. Firm must show concern to the staff working conditions by practicing flexible working hours, equitable compensation, ensuring prompt promotion and internal advertisement, and striking a balance between work and family demands of employees.

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DIGITAL ERA ENHANCEMENT STRATEGIES FOR BUSINESS SKILLS DEVELOPMENT IN BUSINESS EDUCATION IN PUBLIC UNIVERSITIES IN SOUTH-EAST, NIGERIA FOR ECONOMIC GROWTH AND SUSTAINABILITY

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Abstract

This study determined the digital era enhancement strategies for business skills development in business education in public universities in South-East, Nigeria for economic growth and sustainability. Descriptive survey design was carried out in public universities offering Business Education in South-East, Nigeria. Forty-eight lecturers and 200 business education students content-randomly selected participated in the study. Structured questionnaire, face validated with reliability index of 0.8 was used to elicit information about digital era enhancement strategies for business skills development in business education. The data were analyzed using mean and standard deviation. The two null hypotheses tested using t-test at .05 level of significance and 246 degree of freedom were not rejected. The results disclosed that using learning management system and internet to facilitate teaching and learning greatly enhance business skills development in business education. Collaborative learning technique to promote students teaching and learning interactions and provision of environment that encourages the spirit of physical and intellectual discovery enhance business skills development in business education. The use of digital library in retrieving useful information and interactive white board to record video or audio lectures for students and the use of computer simulations, email and messengers apps such as WhatsApp, Facebook and you tube to aid teaching and learning, among others were preferred digital era enhancement strategies for business skills development in business education.

Keywords: Digital Era, Enhancement Strategies, Business Skills Development, Business Education, Economic Growth and sustainability

Introduction

An evolution of electronic technology which began in the later part of 20th century with the adoption and proliferation of digital computers, digital communication and digital record-keeping for business growth and sustainability that has continued to the present day is referred as Digital Era. It is characterized by intense technology which increases speed and breadth of knowledge turnover within the economy, society and socio-economic transformation on industries for business success. The era informed digital revolution which is greatly impacting economic growth through different facets of business: marketing, accounting, management, education, science, innovation, lifestyles, governance, information and communication system, healthcare and others across the globe. Basically, digital era technology models business outfits, institutions, societies and economy as a whole, because of the new ecosystems. The subject 'Digital Era' can be gainfully described and discussed in diverse ways but explanation of the extent availability and utilization of modern technology impacts business skills development in business education in public Universities in South-East, Nigeria for economic growth and sustainability leaves room for doubt (Shepherd and Simon, 2022). Enhancement means to increase or improve in value, qualify desirability, or attractiveness. Strategies mean carefully planned tactics or methods for achieving a particular goal usually over a long period of time. It is the skill of making or carrying out plans to achieve a goal. It is an adaption or complex of adaption that serves or appears to serve an important function in

achieving evolutionary success. Digital era enhancement strategies refer to the modern teaching strategies, methods available to a teacher during the teaching process for communicating ideas, skills, attitudes, and others, to the students for the lesson (Akiti & Onyenma, 2022). They are carefully planned modern methods with which to teach and learn business skills in business education for attainment of evolutionary success in business for economic growth and sustainability.

The field of business education teaches for the development of skills in cognitive, psychomotor and affective domains. It develops in recipients vocational knowledge, competence and skills needed for initial employment, business development, and advancement in business related careers. At university level, the recipients are trained for self-reliance in business practices. They are exposed to the knowledge of accounting, auditing, cost-accounting and record keeping, marketing, leadership, secretarial practices, and office administration, management, managerial sciences, database management and data analysis, keyboarding, information and communication management among others (Jayaprakash, 2018 and Okute and Agomuo 2010). The recipients are oriented to creativity, innovative and entrepreneurial skills, in addition to business plan writing, human relation management and critical thinking skills among others (Azubuike and Eluwa, 2021) to enable them function efficiently and effectively in business creation, economic growth and sustainability. Economy grows with the creation of new value and venture. The activities to ensure economic growth include financial generation, ventures that are social, political, and economical in nature, creating value that will benefit the society, collaborating in creating the value, even creating value in technology, knowledge, information and communication technology (ICT). Attainment of the goals requires specialized skills in business field. Skill refers to acquired ability from training, experience or practice to do something aright and effectively. Digital skills are set of knowledge, competencies and attitudes that allow individual(s) to achieve different life goals through digital technologies (Akiti & Onyemah, 2022). Acquisition of skills in business education is systematical and gradual developmental process. It requires the student's cognitive processes to work with physical abilities to learn how to perform tasks the student could not perform at all or effectively in the past. Business skills stand for the ability of the recipient to use the learned power, developed aptitude, ability acquired from training and practical experience competently for efficient and effective execution or performance of business tasks for the development, growth and sustainability of established business and economy. It is the necessary competency in performing different types of work in industry, corporate or business organization. Skill development is the art of teaching and learning and continuous practice in a particular task till the learner becomes proficient in the operation and can perform the task expertly and independent of a supervisor when required. Dike (2009) posited that vocational (business) education and training has been an integral part of National development strategies in many societies because of its impact on productive and economic development. It is the basic key to the business growth and automation of economic sustainability of any country. Business education serves as a catalyst for economic, social and political changes of a nation due to its uniqueness in nature (Uwaifo, 2010) cited in Madu, Okanazu, Eze and Anorue (2020). It emphasizes work-place-related skills and attitudes. It implements pedagogical reforms that moved lecturers away from didactic techniques, such as coaching, drilling and modeling project-based learning (Ndubuisi-Amadi, 2021). Students and lecturers in business education play vital roles in enabling the business skills development in the students because of the nature of the course.

Modern technology has great impact on education and training globally, by improving teaching and learning techniques. Literature revealed that Learning Management System is appropriately and innovatively integrated into teaching and learning and it has the potential to increase students interest (Agboola, 2006; Appana, 2008, Moses, Ali, & Karuss, 2014) and improve their academic performance (Paulsen, 2003). Anetu, Ugwoke and Moghalu (2020) posited that the process of education, especially the manner in which teachers and learners access information and knowledge in the 21st century has been modified tremendously by modern technology, information and communication technology in particular. Unfortunately the use of modern technologies for training and information dissemination to and among the business students in public universities in South-East, Nigeria is very slim. Regrettably most of the business education lecturers in the universities in the South-East, Nigeria are not kin in using the modern technologies in teaching. Study by Anetu et.al revealed that the use of traditional method (teacher-centered method) in teaching and learning the business skills mars the effort and effective development of the business skills in the recipients. Greater percentage of lecturers of business education resigned to the use of

traditional method of teaching which research considered retrogressive, inadequate, teacher centered and unsatisfactory in meeting the needs of the modern society (Parnham, 2001, Ellington and Earl in Jayaprakash, 2005 and Ndubuisi-Amadi, 2021). Maduabuchi (2008) posited that most business education lecturers lack computer skills as they only base their knowledge on a computer course referred to as computer appreciation which they took in the course of their academic training. Most lecturers still prefer the traditional style of teaching, which may be also informed by lack of computer skills; while students long for the use of modern technology when they are available for social communication instead of for academic purposes. Older business education lecturers who received their training before the advent of Information and Communication Technology (ICT) find it hard going back to be trained on the requisite ICT skills that will allow for full use of Learning Management System into instructional delivery (Edumadze et-al 2014). Availability of learning technologies in Nigeria is low and acquisitions of the available ones are expensive comparing with developed countries of the world (Munishi, 2016). Basic E-learning technologies like computer, printer, scanner, internet, projector, website, interactive white board and others are expensive and in short supply. Research has shown that most students learn better when they are exposed and engaged in interactive and collaborative learning using activity-based-learning approach in a healthy learning environment (Parnham 2001; Felder, 2002, and Martherly and Burney 2013). Activity-based-learning approach is one of the instructional tools and web-based technology/environment that supports interactive learning and can engage students actively as well as increase their collaboration in Learning Management System (Nair and Patil, 2012 and Aboderin, 2013). Lecturers in business education do not make use of the modern technologies since most of them lack the skills. The lack in the knowledge, competency and use of appropriate pedagogy in teaching and learning business courses create serious knowledge and skill gap between the institution and industry. Beyond job unavailability, graduate unemployment has been linked to improper education. Most Nigerian graduates have inadequate education, knowledge and skills to meet the demands of modern-day industries. They lack skills ranging from analytical and ICT skills to entrepreneurial and problem solving/decision making skills.(Oguonu, 2019). The scenario is evidence of mismatch between the theory and demand of the labour market (Haromi, 2018). Graduates shy away from taking up employment where they might be called upon to perform challenging assignments and demonstrate their acquired skills. This is due to the fact that the students were not exposed to work-based skills during their learning activities. These lapses resulted in ill-equipped graduates who have remained unemployed. Therefore graduates of business education need the appropriate skills and practical knowledge for the production of goods and services in industry.

Research has shown that some of the causes of the high rate of unemployment in Nigeria are lack of 21st century ICT skills, poor technological skills and inadequate preparation of students to meet up with the competitive trend of the modern society among others (Dalhatu & Bagaji, 2014). Research by Bird (2021) revealed that business education programmes in recent time are strongly criticized for not being in direct transition with the changing business environment. Business education is task-oriented and in most cases it pays less attention to multi-dimensional complexities of problem. It is obvious that appropriate modern teaching strategies can influence and enhance the development of right and effective business skills in business education students in public Universities in South-East, Nigeria to enable them provide right, accurate and immediate solution to the economic problems of the Nation. There are good number of research done on the area of skill improvement and utilization of technologies in teaching and learning in the Universities in Nigeria but no research has been carried out on digital era enhancement strategies for business skills development in business education in public universities in South-East. On that backdrop, this study determined the digital era enhancement strategies for business skills development in business education in public universities in South-East, Nigeria for economic growth and sustainability.

Research Questions

The following research questions were addressed in the study:

1. What are the business skills to be developed in business education in public universities in South-East, Nigeria for economic growth and sustainability?
2. What are the digital era enhancement strategies for business skills development in business education in public universities in South-East, Nigeria for economic growth and sustainability?

Hypotheses:

Two hypotheses were formulated in this study and tested at .05 level of significance

Ho1 There is no significant difference in the mean ratings of the business education lecturers and the graduates on the business skills to be developed in business education in public universities in South East, Nigeria for economic growth and sustainability.

Ho2 There is no significant difference in the mean ratings of the business education lecturers and the graduates on the digital era enhancement strategies for business skills development in business education in public universities in South-East, Nigeria for economic growth and sustainability.

Methodology

The study adopted descriptive survey design. Descriptive survey makes use of the same information gathered from unbiased representative group of interest using questionnaire interview and observation. Descriptive survey is considered appropriate for this study because questionnaire was used to collect data from respondents on business skills to be developed in business education and digital era enhancement strategies for business skills development in business education in public Universities in South-East, Nigeria for economic growth and sustainability. The study was carried out in public universities offering Business Education in South-East, Nigeria. South-East is one of the six zones in Nigeria. It consists of five Igbo speaking states in Nigeria: Abia, Anambra, Ebonyi, Enugu and Imo states with 207 Local Governments Areas. South-East is bounded on the East axis by Edo and Delta States, by the North axis Kogi and Benue States, by the South axis River State and by the west axis Cross River and Akwa Ibom States.

The target population was 448 respondents comprising of 48 lecturers and 400 business education graduates from the department of Business Education University of Nigeria, Nsukka (UNN), Nnamdi Azikiwe University (UNIZIK), Akwa and Enugu State University of Technology (ESUT), Enugu. Sample size was 248 respondents derived from Yaro Yamane's formula for a finite population consisting of 48 lectures and 200 graduates who were randomly selected using content and simple random sampling technique. The lecturers and graduates were chosen because they interact with the teaching and learning in the environment and modern technologies available. The instrument for data collection was twenty-three item structured questionnaire. The questionnaire was structured on four-point rating scale; on rating options: Strongly Agree, Agree, Disagree and Strongly Disagree. The questionnaire was subjected to face-validation by four business educators well skilled and experienced in education research and measurement, two of them in Department of Business Education, University of Nigeria, Nsukka and two from Nnamdi Azikiwe University, Awka. The valuers were provided with the purpose of the study, the research questions, and the instrument for the validation. They checked whether the instruments to the respondents were appropriate, clear and capable of eliciting the information needed for the study. Based on the recommendation of the valuers, the items that were found irrelevant were deleted. Some items were restructured while some were accepted as they were. Items that were relevant to the study but were not included in the instrument were suggested by the valuers, constructed, and included. Cronbach Alpha reliability formula was used to ascertain the internal consistency of the instrument. A reliability coefficient of 0.8 was obtained. The high reliability coefficient implies that the instrument was highly reliable for the purpose of the study. Hundred per cent of 248 copies of the questionnaire administered to the respondents was retrieved. The responses of the respondents on the questionnaire items were analyzed using the descriptive and inferential statistical methods. The responses from research questions were analyzed using the mean and standard deviation. The two null hypotheses were tested using t-test. Based on the four-point scale, mean cut off point of 2.5 was considered for the response on each questionnaire item. Calculated mean equal to or greater than 2.5 represents —Agree. But calculated mean below 2.5 was regarded —Disagree. t-test, was used at .05 level of significance to test the hypotheses for the study. The null hypothesis was rejected when obtained t-value is equal or greater than the critical t-value. The null hypothesis was not rejected when the calculated t-value was less than the critical t-value.

Results

Table 1

Mean Ratings of the Respondents on Business Skills to be developed in Business Education in public universities in South-East, Nigeria for economic growth and sustainability

S/N	Item Statements	X	SD	Remarks
A.	Essential Business Skills to be developed in Business Education for business growth and sustainability are:			
	Creativity skills:-			
1.	Information and communication management skills	3.7	0.31	SA
2.	Critical, divergent and creative thinking skills	3.6	0.31	SA
3.	Analytical and met cognitive skills	3.5	0.30	A
4.	Vision and problem solving skills	3.6	0.31	SA
5.	Organization behavioural skills	3.5	0.30	A
B.	Business skills:-			
6.	Communication and independent thinking skills	3.4	0.29	A
7.	Venturing and risk taking skills	3.2	0.28	A
8.	Continuous learning skills	3.5	0.30	A
9.	Project control and accountability skills	3.5	0.30	A
10.	Financial management and record-keeping skill	3.8	0.32	SA
11.	Leadership skills	3.6	0.31	SA
12.	Customer care and loyalty skills	3.9	0.34	SA

X = Mean, SD = Standard Deviation, A = Agreed, SA = Strongly Agreed

Information documented on table 1 depicts homogeneity in responses among the respondents in respect of business skills development in business education in public universities in South-East. That was because all the mean responses were above 2.5 which was the lowest real limit of agreed on the four point response options. The standard deviation score ranged between 0.28 and 0.34. That implies that the responses of the business educators and business education graduates on the items were not divergent. They agreed that the creativity and business skills listed above are essential business skills to be developed in business education in public universities in South-East, Nigeria for economic growth and sustainability.

Table 2

Mean Ratings of the Respondents on the Digital Era Enhancement Strategies for business skills development in Business Education in Public Universities in South-East, Nigeria for economic growth and sustainability.

S/N	Item Statement	X	SD	Remark
	Very essential digital era enhancement strategies for business skills development in business education are:-			
13.	The use of learning management system	3.2	0.28	A
14.	The use of internet to facilitate teaching and learning	3.7	0.31	SA
15.	The use of collaborative learning technique to promote students teaching and learning interactions	3.5	0.30	A
16.	Provision of environment that encourages the spirit of physical and intellectual discovery.	3.9	0.34	SA
17.	The use of interactive and collaborative learning using activity-based learning environment.	3.9	0.34	SA
18.	Engagement of school-based activities that could improve school and industry collaboration for practical skill enhancement.	3.6	0.31	SA
19.	The use of digital library in retrieving useful information	3.1	0.27	A
20.	The use of interactive white board to record video or audio lectures for students	3.8	0.32	SA
		3.1	0.27	A

21.	The use of computer simulations to aid teaching and learning	3.4	0.29	A
22.	Encouraging seminars, workshop for exchange of ideas and information for staff and business organization workers			
23.	The use of email and messengers apps such as Whatsapp facebook and you tube.	3.9	0.34	SA

X = mean, SD = standard deviation, A = Agreed, SA = Strongly Agreed

Information documented on table 2 depicts homogeneity in responses among the respondents in respect of digital era enhancement strategies for business skills development in business education in public universities in South-East, Nigeria. That was evidenced by mean responses above 2.5 which was the lowest real limit of ‘agreed’ on the four-point response scale. The standard deviation scores ranged between 0.27 and 0.34. That implies that the responses of the business educators and business education graduates on the items were not divergent. They agreed that the items listed on table 2 were very essential digital era enhancement strategies for business skills development in business education in public universities in South-East, Nigeria for economic growth and sustainability.

Ho1 There is no significant difference in the mean ratings of the business education lecturers and the graduates on the business skills to be developed in business education in public universities in South-East, Nigeria for economic growth sustainability.

Table 3: Results of the t-test analysis on the respondents’ responses on the business skills to be developed in business education in public universities in South East, Nigeria

Item S/N	Business Educator	Business Education Graduates	SD	df	Calculated t-value at .05 level of sig	Critical t-value	Remarks
	X	X					
1.	3.5	3.9	0.47	246	.08	1.96	NS
2.	3.5	3.7	0.47		.49		NS
3.	3.5	3.5	0.53		.44		NS
4.	3.3	3.9	0.47		-1.23		NS
5.	3.5	3.5	0.50		-1.23		NS
6.	3.0	3.8	0.52		.144		NS
7.	2.9	3.5	0.54		-1.73		NS
8.	3.2	3.8	0.50		-1.06		NS
9.	3.1	3.9	0.50		1.44		NS
10.	3.9	3.7	0.42		.52		NS
11.	3.6	3.6	0.47		-1.44		NS

S/N = serial number, X = mean, SD = standard deviation, df = degree of freedom, NS = not significant

The information tabulated on table 3 shows the result of t-test analysis on respondents’ responses on the null hypothesis of no significant difference between the mean ratings of the business education lecturers and the graduates on the business skills to be developed in business education in public universities in South East, Nigeria. The data revealed a skew of uniformity of positivity in their responses. The calculated t-value results ranged between -1.23 to .44 at .05 levels of significance and 246 degree of freedom. That depicts insignificant differences in their mean ratings. The calculated t-values were less than the critical t-value of 1.96. The null hypothesis was not rejected. The results of this t-test gave the researcher the impetus to conclude that business education lecturers and the business education graduates did not differ significantly in their opinions on the business skills to be developed in business education in public universities in South East, Nigeria.

Ho2 There is no significant difference in the mean ratings of the business education lecturers and the graduates on the digital era enhancement strategies for business skills development in business

education in public universities in South-East, Nigeria.

Table 4: **Results of the t-test analysis on the respondents' responses on the digital era enhancement Strategies for business skills development in business education in public universities in South-East, Nigeria.**

Item S/N	Business Educators	Business Education Graduates	SD	df	Calculated t-value at .05 level of sig	Critical t-value	Remarks
	X	X					
12.	3.2	3.2	0.54	246	-1.40	1.96	NS
13.	3.7	3.8	0.47		1.01		NS
14.	3.5	3.9	0.50		0.91		NS
15.	3.9	4.0	0.38		-1.09		NS
16.	3.9	3.7	0.38		.84		NS
17.	3.6	3.4	0.47		.08		NS
18.	3.1	3.4	0.55		.49		NS
19.	3.8	3.5	0.42		-1.44		NS
20.	3.1	3.8	0.55		-1.23		NS
21.	3.4	3.5	0.52		-1.06		NS
22.	3.9	3.9	0.38		-1.23		NS

X = mean, SD = standard deviation, df = degree of freedom, NS = not significant

The t-test analysis shown on table 4 reveals that there was no divergent in mean ratings of the business education lecturers and the graduates on the null hypothesis of no significant difference on the digital era enhancement strategies for business skills development in business education in public universities in South-East, Nigeria. The calculated t-value results in all the items ranged between -1.09 to 1.01 at .05 levels of significant and 246 degrees of freedom. That depicts insignificant differences in their mean ratings. The calculated t-values were less than the critical t-value of 1.96. The null hypothesis was not rejected. The results of this t-test gave the researcher the impetus to conclude that business education lecturers and the business education graduates did not differ significantly in their opinions on the digital era enhancement strategies for business skills development in business education in public universities in South-East, Nigeria.

Discussion of Findings

The study centered on digital era enhancement strategies for business skills development in business education in public universities in South-East, Nigeria for economic growth and sustainability. The findings tabulated on table 1 revealed that creativity skills such as information and communication management skills, critical and divergent thinking skills, analytical and Met cognitive skills, vision and problem solving skills, and organization behavioural skills, are very important skills to be developed in business education students for self-reliance in business, business growth and sustainability. The five creativity skills items attracted mean ratings of 3.5, 3.6 and 3.7. Creativity skilled individual is stimulated by problematic situation, he is guided by interest with end results being the generation of new and novel ideas and inner drive to explore and produce ideas. Creativity skilled individuals create jobs for people including business education graduates who possess those skills. The findings aligned with Kehinde, Olatunde (2020), that digital communicating skills are needed for unemployment reduction among business education graduates. Effective communication is paramount to the success of any business organization and the skills are inculcated in students with the use of digital technologies in good environment. By way of agreement, the Digital Skills Global (2021) revealed that communication and creativity skills are the major skills an individual must have to become an entrepreneur. The findings further showed that the business skills such as: communication and independent thinking skills, venturing and risk-taking skills, continuous learning skill, and project control and accountability skills, fund sourcing and financial management skills, record-

keeping skills, leadership skills, customer care and loyalty skills were identified as essential skills to be enhanced in business education students for self-reliance in business. The findings were in consonance with Ugwoke, Onu and Agboeze (2013) that nations' and individuals' effectiveness and success economically have high levels of higher education where industries are driven more by business skills, knowledge and smart brain power. They noted that business skills development incorporates in individual's power and skills for measurable, achievable, realistic, relevant and time base goal to enable them focus their efforts and increase the chances of achieving their goal. The findings aligned with Digital Skills Global (2021) that digital business analysis skills have become hottest skills to have in 21st Century. The findings aligned with Omeke (2011) cited in Oguonu (ed) (2019) that business schools inculcate and build creativity spirit and skills in the students for innovation, sustainability and business expansion in industry. The finding tallies with the findings of Akuegwu, Ntukilem, Njukidem and Jaja (2017) that information management in every organization is considered with kin interest. Information management skills are great assets and pilot that carries on the business to a greater success or the absence to a total failure (Lester, 2019; and Choo, and Rahmat, 2013). The finding tallies with Doyle (2019) that employers across industries are looking for digital communication professionals with a variety of specific skill sets. These individuals are highly needed by business organizations for everything from creating online brand assets to building an engaged social media audience with the hope of promoting sales and increase profits. Leadership skills, customer care and loyalty skills attracted mean of 3.8 and 3.9 respectively depicting strong agreement that the variables are essential to be developed in business education for business growth and sustainability. The findings are in consonance with Nwaoga and Ugwoke (2019) findings that entrepreneurs need leadership skills in every stage of their business development and running a developing company needs an effective leader with basic leadership skills. The findings were coherence with Azubuike (2019) that customer care must be given serious consideration for business success in any organization, and customer care and loyalty skills are paramount to every entrepreneur for business persuasion for customers' continued patronage of the goods and services. Customer care is highly essential in every business unit because customers are the link between the industry and the end user of the product and continuity of the industry and the business it covers depends on the existence of the customer and the customer's satisfaction.

The results shown on table 2 revealed use of learning management system, use of internet to facilitate teaching and learning and collaborative learning technique to promote students teaching and learning interactions and provision of environment that encourages the spirit of physical and intellectual discovery as very essential strategies for business skills development in business education. The findings were in line with research findings by Obwoye, Mwangi and Nyongesa (2013) which disclosed that digital era technologies such as learning management system, information and communication technology and school-to-work strategies be incorporated in teaching and learning of business skills in business education. The use of interactive and collaborative learning approach using activity-based learning environment, engagement of school-based activities that would improve school and industry collaboration for practical skill enhancement and encouraging seminars, workshop for exchange of ideas and information for staff and business organization workers were as well revealed as very important and needful strategies for building business skills in business education students. The findings were in consonance with Uwaifo (2010) and Madu et.al (2020) that work-place- related skills and attitudes should be inculcated in life of business education graduates. The findings tallied with the findings of UNESCO (2002), that some countries have found an effective way of training their workforce in new technologies through interactive and collaborative learning using activity-based learning approach in healthy learning environment. School-to-work transition, also call school-industry collaboration, a locally based education initiative that brings educators, students, business and industry together to help young people move smoothly from classroom to careers is effective approach for business skills development (Bulugina and Sloka, 2016). The approach has high intensity for business skills improvement. The use of digital library in retrieving useful information and interactive white board to record video or audio lectures for students and the use of computer simulations, email and messengers apps such as Whatsapp facebook and you tube to aid teaching and learning, were all found to be effective modern strategies for enhancing business skills development in business education. The findings were consistence with findings of Obwoye, Mwangi and Nyongesa (2013), that information and communication technology, such as: micro computer and video conferencing, electronic mail and cyber space, internet, teleconferencing and audio conferencing, hypertext, video text,

and communicative satellite, interactive cable television techniques and others should be involved in enhancing teaching and learning in business education. Abu, (2014) posited that collaboration envisage in the rate of venture growing success and the level and quality of human participation transparently revealed the need for appropriate and purposeful training on the use of new technologies for innovation, creativity and business growth and sustainability. Those skills are needed for self-reliance in development, growth and sustenance of business and educational institutions are the catalyst to meet the needs by providing every avenue necessary for total business skills development and high-level specialists through the 21st century digital technologies.

Competence in knowledge and the use of creative and business skills improve greatly when business education students are trained in good teaching and learning environment using varieties of digital era technologies. Creativity skills such as information and communication management, critical and divergent thinking, analytical and Met cognitive, vision and problem solving, and organization behavioural skills, are very important skills to be developed in business education students for self-reliance in business, business growth and sustainability. Business skills such as communication and independent thinking skills, venturing and risk-taking skills, continuous learning skills, and project control and accountability skills, fund sourcing and financial management skills, record-keeping skills, leadership skills, customer care and loyalty skills are highly needed in the business education students for effectiveness in business development, economic growth and sustainability in South-East, Nigeria. Digital era technologies such as learning management system, information and communication technology and school-to-work strategies enhance business skills development when incorporated in teaching and learning of business skills in business education. The use of interactive and collaborative learning approach using activity-based learning environment, engagement of school-based activities that would improve school and industry collaboration for practical skill enhancement and encouraging seminars, workshop for exchange of ideas and information for staff and business organization workers would effectively build business skills in business education students for sustainable business development and economic growth.

Recommendations

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

1. Creativity Skills such as: information and communication management skills, critical and divergent thinking skills, analytical and Met cognitive skills, vision and problem solving skills, and organization behavioural skills should be incorporated in business education curriculum for practical business enhancement.
2. The use of digital library in retrieving useful information and interactive white board to record video or audio lectures for students and the use of computer simulations, email and messengers apps such as WhatsApp, Facebook and YouTube to aid teaching and learning.

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INFLUENCE OF CAMPUS POLITICS ON BUSINESS EDUCATION STUDENTS ACADEMIC PERFORMANCE IN DELTA STATE OWNED TERTIARY INSTITUTIONS

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Abstract

The study investigated the influence of campus politics on Business Education student's academic performance in Delta State owned tertiary institutions. . Five research questions raised were answered and one null hypothesis formulated was analyzed in the study. The descriptive survey design was adopted for the study. The total population is 568 Business Education students made up of 249 in Delta State University Abraka, 52 students in College of education Mosogar, 129 in University of Delta, Agbor and 138 in College of education, Warri. Simple random technique was used to select fifty percent (50%) which is 285 Business Education students as the sample size. The Likert scale questionnaire was the major instrument used for data collection for the study. The data collected were analyzed using Mean (X) and Standard Deviation (SD) for the research questions, while Pearson Product Moment was used to analyze the null hypothesis. The findings from the analysis of the responses in research questions and hypothesis indicates that student's response agree with the extent to which campus politics affects Business Education student's class attendance and academic performance. It was however recommended that Students should be enlightened on the need and reasons for campus politics through unions and during orientation before joining school politics.

Keywords: Campus, Politics, Business Education & Academic Performance

Introduction

Over the years, the investigation on the factors that influence academic performance of students' has attracted the interest and concern of teachers/lecturers, counselors, psychologist, researches and school administrators in Nigeria (Wiseman, 2012; Sagbetuo, 2011). Different factors are capable of influencing the academic performance of students, such factors may be the students internal state (intelligence, state of health, motivation, anxiety and so on), their environment (availability of suitable learning environment), adequacy of educational infrastructure like textbook and well-equipped laboratories, poor family background, stress, campus politics, amongst others. Investigations of these factors has provided several findings by different researchers.

Politics has become the way of life in recent times, people now play politics in almost all human endeavour. The act of winning support of people to become their representative or leader can be termed political activities. School is assumed to be a breeding ground and a social agent of political socialization which educates, enlighten, socialize and also mentor the students on political related issues or campus politics as called within the school system especially tertiary education level where campus politics is obvious due to various aims of student's representative.

Since students are key stakeholders in school and are expected to engage in campus politics it then becomes necessary that campus politics be looked into. Campus politics is indeed one of the extracurricular activities which student engage in at tertiary level of education, it enables students engage in political activities and also become politically enlightened and informed at the tertiary level. Cross, Aston, Emmerman-Oster and Burkharder (2001) argued that, all students have leadership traits and that institutions of higher education can uncover and develop these potential with targeted programs that will also harness the student's educational process and success.

Student's involvement in academic politics in higher institution enhances communication skills, professional development issues, group dynamics, leadership skills and so on. It can be said that school

relationship among more than one people is a political one. (Gumus, 2022). Young people today are more informed and civic-minded than before and student organization provides opportunities for many opinions and various political interest on campus. As Putram (2000) puts it, if you don't know the rules of the game and the players and don't care about the outcome, you're unlikely to try playing yourself'. What this means is that, business education students who do not engage in campus politics likely do so because they have apathy and do not even know the rules of the game nor the players. For students who engage in campus politics it becomes relatively interesting for each student.

A series of students have documented that while college students see politics as corrupts, irrelevant, and unresponsive, they tend to try to make change the rough community service. (Kester, 2002 & Sax, 2000). This shows that, perception of campus politics amongst students are likely to vary but who they engage in these political activities they tend to be open and expose to different ideas. By getting exposed these students also learn and they stay positive and uses the political ideas favourably it may enhance their academic achievement or equally affect it adversely.

Business Education means many things to many people. To Igboke (2000), business education is a dynamic field of study geared towards preparing youths and adults for and about business. It is a preparation on the career in business when instruction is designed to prepare youths and adult for actual practice in the world of business. On the other hand, education about business involves preparation of youths and adults for intelligent and effective consumption of economic goods and services offered to society in our free enterprise economy.

Campus politics has become bigger and stronger over the years, in Delta State owned tertiary institutions, campus politics is strongly contested and struggled for. The quest for unionism and interest from different quarters makes that pressure and competitions intense. School politics involves Student Union Government (SUG) positions, departmental positions, faculty position, school hostel position and lots of other positions that involves political maneuvering. The students strive to get elected into political position within the campus for various reasons, such reasons could be to fight for just and protect the right of the students, some might be to system money and host of other reasons. Attention channelled to campus politics sometimes by these students leave much to be desired of in their academics. One may want to ask if they will have enough time for their academics and if campus politics have become the primary purpose of their schooling. It therefore, pertinent to investigate the influence of campus politics on Business Education Students academics performance in Delta State owned tertiary institutions.

Statement of the Problem

Campus politics has become a major social problem in Nigeria tertiary institution that requires great attention in Delta State owned tertiary institutions. Campus politics has taken a serious dimension due to interest from various sections and sentiments. this explains why most SUG elections conducted are usually characterized and almost marred by some pockets of violence. The cause of such unethical activities may be related to what these students learnt from the circular politics. The sentiments, greed and some tribal sentiment is also a common problem, to hear of the so called —Indigene Syndrome. This issue of indigene syndrome is an agenda exercised by the native students prevalent in the institution to dominate political activities and offices within the institution such involvement in politics have the capacity to affects the academic performance in the true sense of the world.

Business education students involved in politics at departmental, faculty and at the SUG level may pay less attention to the primary academic activities. This renders and put their academic performance at stake, and students may decline in academics because campus politics equally comes with huge responsibilities which must be attended to. Sadly, some of the students involved in campus politics are being exposed to different activities like drug abuse, cultism, immoral activities, political education and political philosophies as well as culture through the campus politics.

Academic Performance is the measurements of student's achievement across various academic subjects. Teachers and education officials typically measure achievement using classroom performance, graduation rates and results from standardize tests. Academic Performance have been defined and explained by several authors. According to Narad and Abdullah (2016) academic performance is the knowledge gained which is assessed by marks by a teacher or education goals set by students and teachers to be achieved over a specific period of time. Academic Performance of students is a key feature in

education (Rono, 2018). It is considered to the centre around which the whole education system revolves. Narad and Abdullah (2016) opined that the academic performance of students determines the success or failure of any academic institution. Signh, Malik and Shafiq (2016) also argued that academic performance of students have a direct impact on the socio-economic development of a country. Similarly, Farooq, Chaudhry, Shafiq and Behanu (2011), asserted that students' academic performance serves as a bedrock for knowledge aquisition and the development of skills.

Business education could be seen as the sum total of the knowledge, skill and attitude that are required for successfully promoting and administering business enterprises. According to Amaewhule (2005) business education is defined to be to be an integrated programme of studies that derives its contents from the major areas of business. It could also be looked at as an activity which is carried out by:

- a) all teachers of business subjects
- b) all business administrations / executives who further the principles and practice of business.
- c) Trainers in business and industry

Business Education is a term that encompasses a number of methods used to teach students the fundamentals of business practices. These methods range from formal educational degree programs, such as the Masters of Business Administration (MBA), to school towards opportunity system on comparative education. Business Education is a major component of vocational education. A designed field of study for the development of skills, attitudes, appreciation, creativity as well as creation of awareness and competencies in the office work and business world (*Oroka, Atarere & Okifo, 2020*).

Lack of maturity and choosing wrong perspective or negative politics has resulted in great loss to students' academic life. The most obvious disadvantage is that students neglect their studies, when politics is introduced to them and they get interested then they tend to study less and take more active part in politics as a result they score poorly in studies. Campus politics is such that expose students to various political activities, functions and responsibilities. This political activity involves consultation, meetings, travels (political movement), visitations to different school hostels to get to the students to be familiar with them, publications (printing of banners and stickers, pasting of their names in lecture halls and walkways). The functions and responsibilities varies according to their political positions.

Sadly, in cause if the aforementioned political activities, functions and responsibilities, some of the students end up being exposed to different activities like drug abuse, immoral activities, parties, and so on. All these has negative impact on students' academic performance, it affects their attendance and concentration as well. Business Education as a course requires the students' absolute attention, time and constant studying. So when a Business Education student gets himself or herself involved in campus politics, its most likely has a negative impact on his/her academic performance (Okeke, 2023).

This study examined the influences of campus politics on Business Education student's academic performance in Delta State owned tertiary institutions. The problem statement is put thus; to what extent does campus politics influence the academic performance of Business Education students' in Delta State owned tertiary institutions.

Purpose of the Study

The purpose of this study is to investigated the influence of campus politics on Business Education student's academic performance in Delta State University. Specifically, this study focused on the following:

1. To determine, the extent to which campus politics affects students class attendance.
2. To suggest ways of improving students' academic performance through campus politics in Business Education
3. To determine the relationship between campus politics and a academic performance of Business Education students.
4. To ascertain if Business Education students indulge in immoral activities in cause of engagement in campus politics.
5. To find out if students of Business Education face with issues of indigene syndrome from the native students.

Research Questions

The following research questions were answered in the study:

1. To what extent does campus politics affect student class attendance?
2. What are the ways of improving student's academic performance with campus politics in Business Education?
3. Is there any relationship between campus politics and academic performance of Business Education students?
4. Does Business Education students indulge in immoral activities in cause of engagement in campus politics?
5. Do students of Business Education face the issues of indigene syndrome from the native's students?

Research Hypothesis

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

Ho: There will be no significant influence of campus politics on the academic performance of Business education students.

Research Methodology

The study employed the use of descriptive survey design. The choice of descriptive design is the appropriate sociological research design for measuring the attitude and behaviour of a large number of people, since it is seldom possible to question everyone concerned with the influence of campus politics on Business Education students' academic performance, a sample is therefore used.

The population for the study consisted of 200 level and 300 level Business Education students in Delta State owned tertiary institutions in the 2022/2023 academic session. The total population is 568 Business Education students made up of 249 in Delta State University Abraka, 52 students in College of education Mosogar, 129 in University of Delta, Agbor and 138 in College of education, Warri

Simple random technique was used to select fifty percent (50%) which is 285 Business Education students as the sample size made up of 125 in Delta State University Abraka, 26 students in College of education Mosogar, 65 in University of Delta, Agbor and 69 in College of education, Warri

The Likert scale questionnaire was the major instrument used for data collection for the study. The question is designed by the researcher titled —Influence of Campus Politics on Business Education students' Academic Performance. The questionnaire was divided into six segment, section A, B, C, D, E and F respectively. Section A contains student bio data like sex, level, age, discipline and so on while section B, C, D, E and F contains items each covering the influence of Campus Politics on Business Education students' Academic Performance.

The data collected was analyzed using frequency counts and simple percentage. Data was also analyzed using Mean (X) and Standard Deviation (SD) for the research questions. While Pearson Product Moment was used to analyze the null hypothesis.

Data Presentation and Analysis

Research Question One: To what extent does Campus Politics affects students' class attendance?

Table 1: The extent to which Campus Politics affects students' class attendance

S/N	Description of items	Mean (X)	Standard Deviation (SD)	Decision
1	Campus politics makes Business Education students play class truancy.	3.21	.743	Agreed
2	Students who engage in active campus politics are likely to often skip classes.	3.16	.707	Agreed
3	Campus politics affects students' punctuality in Business Education	2.79	.891	Agreed
4	Business Education students who get involved in campus politics are always attending lectures	2.53	.831	Disagreed
5	Campus political meetings time clashes with lecture time table, where by leading to absenteeism in class.	2.89	.815	Agreed

Table 1 showed that all listed items have mean above 2.55 except item 4 which have mean score of 2.53 respectively. This indicates that the respondent agreed that all the listed items are the extent to which campus politics affects student's class attendance except if Business Education students that are involved in campus politics are always attending lectures in item 4 respectively.

Research Question Two: What are the ways of improving Students Academic Performance with Campus Politics in Business Education?

Table 2: Ways of improving Students Academic Performance with Campus Politics in Business Education.

S/N	Description of items	Mean (X)	Standard Deviation (SD)	Decision
1.	Educating Business Education students about campus politics will improve their exposure and academic achievement.	2.71	.831	Agreed
2.	Campus politics cannot be used in modelling students to improve their skills and academic achievement.	2.65	.631	Agreed
3.	Business Education students will improve in academic performance if they involve in full time campus politics	2.31	.892	Disagreed
4.	Through campus politics Business Education students' gain leadership skills	2.85	.803	Agreed
5.	Campus politics can uncover and develop potentials that will harness the students educational process and success.	2.82	.731	Agreed

Table 2 shows that item 1, 2, 4 and 5 have mean scores above 2.55. This indicates that the respondent agreed that the above listed items (1, 2, 4, and 5) are the ways of improving student's academic performance with campus politics except item 3 which have a mean score below 2.55 which is 2.31 respectively. This indicates that Business Education students that are fully involved in full time campus politics will not improve in his/her academic performance.

Research Question Three: Is there any relationship between Campus Politics and the Academic Performance of Business Education students'?

Table 3: The relationship between Campus Politics and the Academic Performance of Business Education students'

S/N	Description of items	Mean (X)	Standard Deviation (SD)	Decision
1.	Campus politics have strong relationships with the academic performance of Business Education Students	2.72	.705	Agreed
2.	Campus politics will not affect the academic performance of students in Business Education	2.52	.606	Disagreed
3.	Academic performance of Business Education students share negative relationships with campus politics	2.82	.841	Agreed

Table 3 shows that item 1 and 3 have mean score above 2.55 and item 2 have a mean score below 2.55 which is 2.52 respectively. This indicates that the respondents agreed the item 1 and 3 are the relationship between campus politics and the academic performance of Business Education students. Except that campus politics will not affects the academic performance of students in Business Education in item 2 respectively.

Research Question Four: Does Business Education students indulge in Immoral Activities in cause of engagement in Campus Politics?

Table 4: Involvement in immoral activities in cause of engagement in campus politics.

S/N	Description of items	Mean (X)	Standard Deviation (SD)	Decision
1.	Students involved in campus politics end up being exposed to different activities like drug abuse, cultism and so on.	2.62	.901	Agreed
2.	Campus politics expose the students to money, activism, alcohol, parties, to mention but a few.	2.58	.761	Agreed
3.	Aspirant under campus politics are introduced to bribery and corruption	2.71	.605	Agreed
4.	There is no difference between political activities and immoral activities	2.35	.745	Disagreed
5.	It is mandatory for students to be involved in immoral activities in cause of engagement in campus activities	2.34	.805	Disagreed

Table 4 shows that all listed items have mean score above 2.55 except item 4 and 5 which have mean score of 2.35 and 2.34 respectively. This indicates that the respondent agreed that all the listed items are the involvement in immoral activities in cause of engaging in campus politics except that there is a difference between political activities and immoral activities and it is not mandatory for students to be involved in immoral activities in cause of engagement in campus politics in item 4 and 5 respectively.

Research Question Five: Do students of Business Education face the issues of indigene syndrome from the native's students?

Table 5: The issues of indigene syndrome from the natives students

S/N	Description of items	Mean (X)	Standard Deviation (SD)	Decision
1.	The issue of indigene syndrome is an agenda often exercised by the native students' prevalent in the university to dominate political activities and offices.	2.77	.704	Agreed
2.	The cause of tribal sentiment is a common problem faced by students involved in campus politics	2.82	.902	Agreed

Table 5 shows that all listed items have mean score above 2.55 respectively, which indicates that the respondent agreed that all the listed items are the issue of indigene syndrome faced by Business Education from native students as described in item 1 and 2 respectively.

Research Hypothesis

Ho₁: There is no significant relationship between campus politics and academic performance of business education students

Table 6: Pearson Product Moment Correlation Co-efficient (r) Computation for Business Education Students on the Variables of Campus Politics and Academic Performance

Variables	N	Mean	r-cal	r-crit	Df	Decision
Campus Politics	285	3.72	0.76	0.1638	283	Significant P>0.05
Academic Performance	285	3.51				

The data in table 6 shows that r-cal (0.76; P<0.05) is greater than r-crit (0.1638). The null hypothesis is here rejected and the alternative upheld. This indicates that there is a significant relationship between campus politics and academic performance of business education students.

Discussion of Findings

The findings from the analysis of the responses in research questions one indicates that student's response agree with the extent to which campus politics affects Business Education student's class attendance. The implication of this is that Business Education students of Delta State University, Abraka that are involved in campus politics play class truancy. This is in support of the findings study carried out by Putnam (2010) revealed that most students that are involved or that engage in campus politics usually exhibits the act of shirking from responsibilities and duties, especially from attending school.

Most students in Business Education in Delta State University, Abraka has highlighted that students who engage in active campus politics are likely to often stop classes due to the huge responsibilities on their shoulders to lead and protect the interest of the students. Another issue agreed by most of the respondent is issue of punctuality, most times student's leaders go for meetings that are so lengthy that it extends to late night mostly which will likely lead to lateness to class the following day.

The finding from the analysis of the responses in research questions two indicates that students agree with the different ways of improving student's academic performance with campus politics in Business Education. This is in support of Gumus (2022), revealed that student's involvement in campus politics in higher institution enhances their communication skills, professional development issues, group dynamics and leadership skills. The participation indicated that educating Business Education students about campus politics will improve their exposure and academic achievement. They also agreed that campus politics can uncover and develop potentials that will harness the students educational process and success. Most respondent also agreed that through campus politics Business Education students gain leadership status. Despite student agreeing in different ways to improve students' academic performance with campus politics, they do not concur that Business Education students who get involved in campus politics to attend lectures (Obaroakpor, & Oroka, 2022).

The findings from the analysis of the responses in research question three revealed that students agree that there is a relationship between campus politics and academic performance. This indicates that campus politics have a strong relationship with the academic performance of students. Also the academic performance of Business Education students have negative relationship on campus politics.

The findings from the analysis of the responses in research question four revealed that student involvement in immoral activities, in cause if engaging in campus politics. This is in support of Okeke (2009), revealed that most students involved in campus politics end up being exposed to different activities like drug abuse, cultism and many more. The respondent indicated that aspirant under campus politics are introduced into bribery and corruption. They also said that campus politics expose the students to money, activism, alcohol, parties to mention but a few. Despite students agreeing that being involve in campus politics exposes students to immoral activities. They also indicated that is not mandatory for students to be involved in immoral activities in cause of engaging in campus politics.

Respondent agreed on all the items in research question five in the issue of indigene syndrome from the native students. The findings of this study shows that business education undergraduate students in 200 level and 300 level face the agenda often exercised by the native students prevalent in the university to dominate political activities and offices. The investigation revealed that the cause of tribal sentiment is a common problem faced by students involved in campus politics.

Conclusion

This has been able to unravel the influence of campus politics on Business Education student's academic performance in Delta State. From the analysis of data collected it is clear that, there exist relationships between campus politics and academic performance if Business Education students in Delta State University as seen in the analysis. It also revealed that campus politics can be demanding even though it can be educative it can equally cause students who are not sensitive enough to begin to forsake their primary purpose of being in school which is acquisition of knowledge. By threading this path some students may get carried away which campus politics and their academic will suffer which will likely affect their academic performance adversely. It also expose the fact that, engaging in campus politics and dedicating more attention to campus political activities can directly affect class attendance of students which means such students will not be present at all times in class which means they are learning in class while others are learning. With the many negative effects acuminated there are also some benefits of

engaging in school politics as the study have made clear that campus politics serves as breeding ground for leadership and prepare students for wider political participation. Through political platform students acquire ideologies and political philosophies that can be life changing for them and equally change their philosophy to life. They can also get to meet people of high personalities who will become mentors for them and this way they get more knowledge which they can apply in day to day life. Hence, there also exist benefits and ways of using campus politics to favourably improve the student.

Recommendations

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

1. Students should be enlightened on the need and reasons for campus politics through unions and during orientation before joining school politics.
2. Students should understand that political activities in the campus are not for power tussle or a place to intimidate and embezzle money but a training ground for good leadership
3. Parents should encourage their wards at home and school on what they are supposed to do when engaged in campus politics for better and optimal performance.
4. The school management should monitor activities of students during the campus politics so as to ensure decorum and avoid immoral attitudes.
5. Policies that will ensure students participation in campus politics and make meaningful contribution to their academic performance should be encouraged among others.

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NIGERIAN PRIMARY SCHOOL TEACHERS' AWARENESS AND UTILIZATION OF RESEARCH FINDINGS FOR TEACHING AND LEARNING IN PREPARATION FOR GLOBAL LANDSCAPE

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Abstract

Scholars in different educational fields take it as mandatory activities to identify educational problems, seek the causes of the problems, obtain results from findings, and recommend adequate solutions to the identified problems. Despite the significance of the findings and recommendations, studies have shown that most primary school teachers are either not aware of the research findings and recommendations or do not make use of them to solve the day-to-day educational problems they encounter inside and outside the classroom. This study therefore investigated primary school teachers' awareness and utilization of research findings for teaching and learning in Ibadan metropolis. A descriptive survey research was adopted. All Local Government Areas in Ibadan municipal were used for this study. 40 primary schools were randomly selected, which included 30 public primary schools and 10 private primary schools. 200 primary school teachers were selected from public and private primary schools within the five local government areas. The instruments were presented to some primary teachers to know if the statements were appropriate after which necessary adjustment was made on face, content, and construct validity, and items found unsuitable were removed. Four research questions were raised and answered. Two instruments were used for data collection titled Teachers' Awareness of Research Findings Questionnaire (TARFQ), the reliability was tested using Cronbach Alpha, and the coefficient obtained was $\alpha = 0.72$ and Teachers' Utilization of Research Findings Questionnaire (TURFQ), with a reliability coefficient of $\alpha = 0.84$. Frequency count, mean, standard deviation, and simple percentage were used to analyze the data collected. Findings revealed that a higher percentage of primary school teachers were aware of research findings and means of acquiring research findings. Also, the extent to which primary school teachers utilize research findings is high (WA = 3.47).

Therefore, it was recommended that teachers should be encouraged to study more research documents, they should create more time to study research documents such as journals, research projects, books of reading, and other documents for an update of knowledge. Also, research findings should be made available in schools for easy access to teachers.

Keywords: Awareness, Utilization, Research Findings, Primary School, Teachers

Introduction:

Primary education in Nigeria is a compulsory six-year basic education programme for children between ages 6 and 12 years. It is the foundation of the formal system of education. A good education foundation laid at this level strengthens the learner's feet to climb the educational ladder to the peak. It serves as the determinant of the success or failure of the whole system of education since they are built upon it (Etor, Mbon & Ekanem, 2013; Gumbi, Abubakar & Abdulahi, 2019). It is the most popular level of education and the easiest to access and get admitted into all levels of education all over the world. It develops in the young learners the fundamental skills of reading, writing, and calculating as well as attitudes necessary for proper adjustment into society (Adekanbi & Oladele, 2020; Akinbote, 2007). In

addition, to the development of these basic skills, primary education is also expected to lay a solid foundation for scientific, critical, and reflective thinking, and promote patriotism, social, morals, and values of the society. The objectives of primary education in Nigeria include inculcating permanent literacy, numeracy, and the ability to communicate effectively, laying a sound basis for scientific, critical, and reflective thinking, instilling social, morals, and values in the child; promoting patriotism, fairness, understanding, and national unity, to develop in the child, ability to adapt to a changing environment and to provide an opportunity for the child to develop life manipulative skills that will enable the child function effectively in the society within the limit of the child's capacity (NPE 2013).

For these laudable goals and objectives of primary education to be achieved, competent and professionally qualified teachers are needed. Teachers are the primary facilitators of the teaching and learning process, playing a crucial role in its initiation and completion (Adekanbi & Oladele, 2020). Teachers are very important human resources that enhance teaching and learning in schools (Burroughs et al., 2019). They are to guide, facilitate, monitor, understand, counsel, and be parents to their pupils during school hours because pupils confide in them, and they are most attached to the pupils during school hours. Their major role is to ensure that the right knowledge is transferred to the pupils at the right time and also develop in the children appropriate moral and societal values. The responsibilities of a teacher according to (British Columbia Teachers' Federation and Canadian Union of Public Employees, 2009) include;

"leading pupils to learning, encouraging pupils to become independent learners and members of classroom, school, and community, advocate for conditions of success for students, advocate for the protection of the legal and human rights of students and their families, follow guidelines established by the school/ministry to protect the safety and wellbeing of children, maintain positive, supportive, professional relationships within the education community" (pg. 3).

The teacher's role in actualizing these objectives involves teaching methodology, planning the teaching, resourcefulness, introducing activity-based teaching, and teaching within learners' experiences thereby acting as an instructional expert, manager, counselor, and parent (Osokoya, 2011). Different tactics are put in place by primary school teachers, ranging from curriculum implementation to classroom organization, grading system, identifying individual differences, streamlining, and many more, to achieve the objectives of primary education. Above all, teachers are expected to commit enough time to participate in research and study research findings to learn and improve their methods of interacting with the pupils. This will equip them against any challenges that may surface at any point in time inside or outside the classroom setting, thereby putting them in control of situations.

Many teachers who are engaged in primary school teaching have at one time been a researcher in education. That is, before they completed their Nigeria Certificate in Education (NCE) programme, graduate or post-graduate programmes, they must have worked on a project or dissertation to identify a specific problem in the primary education system, either inside or outside the classroom, and carry out research to proffer solution to the identified problems. According to Akinwumi (2016), the Nigerian university system significantly emphasizes research and dissemination of knowledge as part of its mission statement. Therefore, a university or a college of education graduate who has become a school teacher was at a point in time, a researcher. Teachers' awareness of the researcher's effort to seek solutions to problems faced with the teaching and learning activities is undeniable because most of the research methodologies used in carrying out research in primary schools are always with the knowledge of the teachers and school administrators. Teachers therefore participate directly by being the respondents to research instruments or a facilitator of an introduced treatment in experimental research. At the period of getting involved with researchers, teachers ought to have discovered and learnt methods to solve problems they encounter in the classroom or outside the classroom with pupils.

Bacon-Shone (2015) provides the meaning of research to be a systematic and unbiased way of solving a problem (by answering questions or supporting hypotheses) by generating verifiable data. Fawole, Egbokhare, Odejide, & Olayinka (2006) define research as a scholarly pursuit aimed at acquiring knowledge through a methodical approach, with the goal of clarification. It is an inquisitive-driven undertaking that seeks to uncover and progress our understanding and insights. Educational research is a scientific means of inquiring into educational problems and providing lasting solutions to such problems through a systematic approach (Obidiebube, 2011). Showkat (2018) describes educational research as a

systematic attempt whereby we have a deep understanding of the educational process with a view to improving its efficiency. It is directed towards finding solutions to problems in the field of education which can help to develop principles and theories that will help in predicting future occurrence.

Research is not carried out just for academic promotion or glory but to be used by practitioners and stakeholders, therefore, Nicholas (2011) explains that research creates a classification system for items, occurrences, ideas, or categories that they can be organized into;

gather information, aiming to analyze scenarios to determine the standard behaviour or the expected outcome that can be anticipated to repeat in similar conditions; it addresses intricate matters that are beyond mere factual representation and instead comprehend the multitude of additional factors at play, including human, political, social, cultural, and contextual aspects; it entails forming assessments regarding the excellence of items or occurrences; research analyzes

two or more dissimilar cases for the illumination of disparities and commonalities between them, contributing to an enhanced comprehension of phenomena; research explores the interconnections between two phenomena to determine if and how they exert mutual influence.

Education and research are inseparable entities because the latter helps the former to maintain a good standard and brings about improvement (Tilley, 2019). Educational research is eminent for the holistic development of the body of education at all levels, from pre-primary education to tertiary education. Research in primary education is also fundamental because problems solved at this stage of education are relatively correcting potential problems in higher education. Research is a means to seek answers to certain questions which have not been answered so far and the answers depend upon human efforts. It is a form of inquiry that involves seeing evidence to increase knowledge. It involves a systematic process for recognizing a need for information, acquiring and validating that information, and deriving a conclusion from it. Thus, an increase in knowledge is so paramount to research; that, any research that does not add to knowledge is not totally valid. It is therefore noted that research is systematic, it adds to knowledge and carries verifiable results (Fawole et al., 2006; Singh, 2006). Every aspect of human life is entangled in different problems, which may include social, health, security, economy, sustainability, and many more, but above all, educational problems. Educational problems are issues and challenges confronting the educational system of a society. In the Nigerian context, an educational problem exists at all levels of formal education, but the focus of this study is limited to primary education. Research in primary education is the investigation into identified problems at the primary level of education. Educational problems are the shortcomings confronting the educational system in achieving its ultimate objective which is the excellent academic performance of pupils. Research is one of the numerous factors that influence a teacher's decision-making and practices (Shankapal, 2015). Many academic activities have been ventured into, which makes the educational research community produce high-quality research to create knowledge to solve problems encountered by stakeholders, most especially teachers (Karel, Shazia & Ellen, 2012). Since the passage of the No Child Left Behind Act of 2001 (NCLB), there has been an increased focus on using evidence-based practice to improve education and student learning. This movement encourages educators to use instructional strategies backed by scientifically based research—specifically, randomized controlled trials and other types of rigorous research that address questions of effectiveness. Educators are also encouraged to use students and other types of data to guide decisions. (Shankapal, 2015).

After the research has been carried out, the results obtained and recommendations which serve as solutions to identified problems will be given. However, most of these research findings end up in universities/colleges' libraries without getting to the supposed primary users of the research for implementation. The primary school administrators are not also helping the situation by not equipping the school libraries with research documents like journals, books of reading, texts, publications, and many other sources of research. Helmsley-Brown and Sharp (2003), assert that practitioners sometimes needed help to make links between their understanding of the research and their knowledge of teaching. It is important for them to have someone, such as an outside consultant or facilitator, who could make research readily available to them and support them to make sense of the findings for their own use. Teachers also do not make enough efforts to retrieve the results of research carried out either directly from researchers or through libraries or internet facilities. They claimed they lacked time, did not trust the findings, and could not understand the language or make sense of the statistics (Hemsley-Brown & Sharp, 2002). Most of the teachers commit their time to writing lesson plans and correcting notes, marking tests and assignments;

although this can be tied to the way Nigeria's education system is organized. There is a need for teachers to go the extra mile to seek solutions to educational problems, hence the need to include the use of research evidence as a tool to solve teaching and learning problems encountered on a daily basis. Many researchers have investigated the teachers' awareness of the findings of educational research, teachers' utilization of educational research findings, teachers' involvement in research and means by which teachers acquire educational research findings, awareness and use of research findings by school principals, attitudes towards educational research among school principals, but most of these studies have not been able to search specifically into the awareness and utilization of research findings by primary school teachers in Ibadan Municipal in a descriptive method, creating a dearth for this study to cover. This study therefore investigated the primary school teachers' awareness and utilization of research findings for teaching and learning in Ibadan municipal.

Research Questions

1. What is the level of awareness of primary school teachers on research findings?
2. To what extent do primary school teachers utilize research findings for teaching and learning?

Methodology

This study adopted the multi-stage sampling technique; the population involved all primary school teachers in the five local government areas that made up the Ibadan metropolis. Forty primary schools were used for this study which includes 30 public primary schools and 10 private primary schools using stratified random sampling. 200 primary school teachers were selected from public and private primary schools within the five local government areas in Ibadan metropolis using total enumeration with an average of five teachers in a school, but the number of teachers varied based on schools. A total of 67.5% of the respondents were female while 32.5% were male.

A self-designed 15-item questionnaire titled Teachers' Awareness of Research Findings Questionnaire (TARFQ) with a reliability coefficient of $\alpha = 0.72$, which is a dichotomous questionnaire with two (2) responses – Aware and Not Aware; and an adopted 20-item questionnaire on Teachers Utilization of Research Findings Questionnaire (Ogunleye, 2014) (TURFQ) that has a reliability coefficient of $\alpha = 0.84$, which is a 4-point Likert scale with the following options – Always, Sometimes, Rarely and Never. The instruments have two sections; Section A which contains the demographic data of the respondents, and Section B which was used to obtain information from the teachers. Twenty copies of the instruments were administered to teachers outside the sample area of the study to determine the reliability of the instrument which resulted in a value of TARFQ, $\alpha = 0.72$, and TURFQ, $\alpha = 0.84$ using the Cronbach Alpha. A total of 200 questionnaires were administered but only 191 were retrieved and used for the analysis. It took the researchers two weeks to administer and retrieve the questionnaire. The data collected were analyzed using descriptive statistics which include frequency count, mean, standard deviation, and simple percentage.

Results

Answering the Research Questions

1. What is the level of awareness of primary school teachers on research findings?

Table 5:

S/N	ITEM	Aware	Not Aware
1	Educational research findings are the outcome of studies conducted by an educational researcher	178 (93.2)	13 (6.8)
2	Research findings can be obtained in documents such as journal, thesis and books of reading	182 (95.3)	9 (4.7)
3	Research findings can be accessed through libraries in higher institutions	175 (91.6)	16 (8.4)
4	Research findings can also be retrieved directly from the researchers	172 (90.1)	19 (9.9)
5	Research findings can be accessed via the internet facilities	171 (89.5)	20 (10.5)
6	Research findings in education are results/outcome of studies carried out on educational problems	160 (83.8)	31 (16.2)
7	Research findings cover educational problems I always encounter in the teaching and learning process	154 (80.6)	37 (19.4)
8	Solutions to the problems I encounter can be sought for in research findings	153 (80.1)	38 (19.9)
9	Educational research finding is a tool to enlighten teachers on their profession	173 (90.6)	18 (9.4)
10	Teachers can also engage in research activities	176 (92.1)	15 (7.9)
11	Teachers participate in research through their responses to research instruments	161 (84.3)	30 (15.7)
12	Teachers can learn different techniques by studying research documents and findings	169 (88.5)	22 (11.5)
13	Techniques introduced in research can be adopted by teachers	168 (88.0)	23 (12.0)
14	Educational research finding is meant to be used by teachers	151 (79.1)	40 (20.9)
15	Teachers' participation in research warrants them to know the outcome of such research after completion.	159 (83.2)	32 (16.8)

The above table shows that higher percentage of teachers is aware that educational research findings are the outcome of studies conducted by an educational researcher (93.2%), also that research findings can be obtained in documents such as journal, thesis and books of reading (95.3%). They are also aware that research findings can be accessed through libraries in higher institutions (91.6%). Furthermore, research findings can also be retrieved directly from the researchers (90.1%), research findings can be accessed via the internet facilities (89.5%), research findings in education are results/outcome of studies carried out on educational problems (83.8%), research findings cover educational problems I always encounter in the teaching and learning process (80.6%), solutions to the problems I encounter can be sought for in research findings (80.1%), educational research finding is a tool to enlighten teachers on their profession (90.6%), teachers can also engage in research activities (92.1%), teachers participate in research through their responses to research instruments (84.3%), teachers can learn different techniques by studying research documents and findings (88.5%), techniques introduced in research can be adopted by teachers (88.0%), educational research finding is meant to be used by teachers (79.1%) and teachers' participation in research warrants them to know the outcome of such research after completion (83.2%).

Research Question 2: To what extent do primary school teachers utilize research findings for teaching and learning?

Table 7:

S/N	I utilize information from research:	Always	Sometimes	Rarely	Never	Mean	SD
1	to get acquainted with effective teaching strategies	125 (65.4)	53 (27.7)	13 (6.8)	0 (0.0)	1.42	0.62
2	for innovations in school curricula	109 (57.1)	66 (34.6)	16 (8.4)	0 (0.0)	1.51	0.65
3	on how to improve my learners interest in schooling	137 (71.7)	38 (19.9)	16 (8.4)	0 (0.0)	1.37	0.63
4	to source for better evaluation techniques in day-to-day activities	136 (71.2)	41 (21.5)	13 (6.8)	1 (0.5)	1.37	0.63
5	in order to prepare my lessons well	123 (64.4)	44 (23.0)	20 (10.5)	4 (2.1)	1.51	0.77
6	to help me in effective delivery of instruction	121 (63.4)	57 (29.8)	10 (5.2)	3 (1.6)	1.45	0.67
7	to get facts on the development of locally available instructional materials	90 (51.3)	63 (33.0)	23 (12.0)	7 (3.7)	1.68	0.83
8	for effective use of instructional materials	115 (60.2)	51 (26.7)	17 (8.9)	8 (4.2)	1.57	0.82
9	to become knowledgeable on recent theories of child development	110 (57.6)	63 (33.0)	18 (9.4)	0 (0.0)	1.52	0.66
10	for theories behind the various new teaching strategies	87 (45.5)	84 (44.0)	17 (8.9)	3 (1.6)	1.66	0.71
11	to improve my content knowledge of school subjects	117 (61.3)	56 (29.3)	13 (6.8)	5 (2.6)	1.51	0.74
12	for the acquisition of more pedagogical knowledge	98 (51.3)	56 (29.3)	34 (17.8)	3 (1.6)	1.70	0.82
13	for effective classroom management techniques	125 (65.4)	48 (25.1)	16 (8.4)	2 (1.0)	1.45	0.70
14	for skills at motivating and reinforcing my learners in learning	108 (56.5)	65 (34.0)	15 (7.9)	3 (1.6)	1.55	0.71
15	to acquire knowledge and skills in using modern questioning techniques in class	112 (58.6)	54 (28.3)	22 (11.5)	3 (1.6)	1.56	0.76
16	for further verification of research findings	91 (47.6)	68 (35.6)	25 (13.1)	7 (3.7)	1.73	0.83
17	to help in improving my learners' achievement	124 (64.9)	46 (24.1)	16 (8.4)	5 (2.6)	1.49	0.76
18	to increase the level of classroom interaction i.e. teacher-student, student-student, and student-material interactions	116 (60.7)	54 (28.3)	15 (7.9)	6 (3.1)	1.53	0.77
19	for encouraging active participation of learners in class activities	115 (60.2)	53 (27.7)	18 (9.4)	5 (2.6)	1.54	0.77
20	to assist me in planning and carrying out research on my learners.	110 (57.6)	60 (31.4)	18 (9.4)	3 (1.6)	1.55	0.73
Weighted Average = 1.53							

The result above shows that the extent at which primary school teachers utilize information found in research findings is very low (WA = 1.53).

The detailed explanation is as follows; primary school teachers rarely utilize research findings for further verification of research findings (x=1.73), also for the acquisition of more pedagogical knowledge (x=1.70). They also rarely use it to get facts on the development of locally available instructional materials

($x=1.68$), even for theories behind the various new teaching strategies ($x=1.66$). It further reveals that they rarely use it for effective use of instructional materials ($x=1.57$) acquisition of knowledge and skills in using modern questioning techniques in class ($x=1.56$), even for skills at motivating and reinforcing learners in learning ($x=1.55$). The extent at which they also use it in planning and carrying out research on learners ($x=1.55$), to encourage active participation of learners in the class activities ($x=1.54$) and to increase the level of classroom interaction i.e. teacher-student, student-student and student-material interactions ($x=1.53$) is low. The finding further reveals that they rarely utilize the research findings to become knowledgeable on recent theories of child development ($x=1.52$); for innovations in school curricula ($x=1.51$), to prepare lessons well ($x=1.51$), and to improve content knowledge of school subjects ($x=1.51$). Also, it was revealed that they do not use the research findings to help in improving learners' achievement ($x=1.49$); to help in effective delivery of instruction ($x=1.45$); for effective classroom management techniques ($x=1.45$); to get acquainted with effective teaching strategies ($x=1.42$); to improve learners interest in schooling ($x=1.37$) and to source for better evaluation techniques in day-to-day activities.

Discussion of Findings

The findings in this study revealed that primary school teachers are aware of the fact that educational research findings are the result of research conducted by researchers in the field of education and can be obtained from documents such as journals, theses, and books of readings. They are also aware that research findings can be obtained through library and internet facilities. This is contrary to a finding by Kolawole (2016) which showed that teachers only become aware of methods and strategies of teaching as a student in the college/university and not through reading journals/articles and other publications, but in agreement with the finding of this study, another experimental research by Ogunleye (2014) shows that the awareness of teachers about research findings before the introduction of treatment is 71.91 percent while the level of awareness after introduction of treatment is 87.41 percent, which is relatively high. The finding goes further to reveal that techniques introduced in research can be adopted by teachers because it is meant for teachers utilization and moreover, their participation in research warrants them to know the findings of such research after completion; a result which agrees with Silverstein, et al., (2009) that teachers' participation in research programmes improves their students' achievement. This implies that teachers are not expected to only participate in research, but they should also crave for the result so that this can be applied to their professional activities.

This research goes further to check the extent to which primary school teachers utilize the findings of research studies in their teaching and learning activities. It was discovered that teachers rarely use research findings for the acquisition of more pedagogical knowledge, to get facts on the development of locally available instructional materials, for theories behind various teaching strategies, for effective use of instructional materials, to acquire knowledge and skills in modern questioning techniques in class for skills at motivating and reinforcing learners to learn, to plan and carry out research on learners, to encourage learners to participate in class activities and to improve class interaction. This supports the finding of Kolawole (2016) shows that research carried out through experimental research has not been utilized by teachers for teaching and learning activities.

Conclusion

Teachers' awareness and utilization of research findings enhance their productivity just as research enhances the quality of services in the medical profession. When teachers get acquainted with various research reports, especially those that relate to teaching and learning their teaching skills improve. Primary school teachers, based on the findings of this study, are aware of different research findings and the sources through which they can be acquired. It was discovered that despite teachers' knowledge of the research activities and findings, they rarely utilize these findings for their teaching and learning activities, which renders the efforts of the researchers useless. Also, it is necessary for teachers to start adapting and adopting new techniques introduced through research for their classroom activities, especially to some specific subjects and topics in which a general technique will not disseminate knowledge to pupils to a satisfactory extent.

Recommendations

1. This study has revealed that research is not strange to the teachers as shown in their level of awareness hence, there should be a motivating force to encourage them to study research findings.
2. Though time is one of the factors that stand as a challenge to primary school teachers; still, the teachers should endeavor to create a particular time in their daily or weekly schedule to study research documents to update their knowledge.
3. Higher institutions of learning that see to educational research should employ a means to disseminate the research findings to primary schools so that it will reach the expected users.

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PROSPECT OF “IGBA OJU” IN AFRICAN PHILOSOPHY: PATHWAY TO MORAL DEVELOPMENT OF YOUNG CHILDREN IN SOUTHWESTERN NIGERIA

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Abstract

In the traditional African societies, it is rarely strange to see a child misbehave either in the home or society at large because the honour of such child's family is at stake. Thus, Africans make it an important task to educate and train a child to develop holistically through collective efforts of every member of the society. Many parents of current disposition go to the extent of giving boundaries to how far teachers can correct and influence their children, whereas, in African view, every member of the community stands as parent to every child, and this had served as a mean of check and balance in moral development of children. This study therefore investigates the *Igba-oju* concept in the African Philosophy as a pathway to moral development of young children in Southwestern Nigeria. This study adopted phenomenological approach of Qualitative Research design. One key informant interview guide was used to interview six adults. The data collected were analyzed using thematic. One of the findings showed that *igba-oju* is a child upbringing practice that allow everyone in the child's immediate environment to guide and correct any wrong behavior or character exhibited by the child and likewise reward good behavior in the child. We recommend that Traditional rulers in Yorubaland such as paramount kings, baales (Village head), mogaji (Family head) and chiefs should organize seminars and meetings on the benefits of *igba-oju* to the moral development of children.

Key word: moral; *igba-oju*; children; African Society

Introduction

Child upbringing or training in many Africa traditional settings is tailored towards a communal style where every member of the society is believed, to have a say in how a child should behave, relate, engage and participate in societal activities. This norm and practice empower every member of society to be parents and teachers of every child in such society. This can be seen as the solution to the poser of what birth the African Proverb of Yoruba origin which says —*aju meji l'on bi omo, igba oju loun wol* which can literally be interpreted to mean, two eyes birth a child but two hundred rare the child. This implies that in the African setting, aside from the parents who procreated a particular child, it is the responsibility of every other member of the society, either related by blood or not, to see to the upright upbringing of the child in all ramifications.

In the traditional African setting, child upbringing is a responsibility that is stretched beyond the nuclear family to the extended family and sometimes beyond such setting the immediate society where the child finds himself/herself. In the African traditional child upbringing practice, it is recognized that though a child is birthed and traceable to a family, being head by a father and mother, every child belongs to the community that hosts the family; although the biological parents have the greatest responsibility for

upbringing the child (Iroegbu, 2014). Before the mid19th century, the care and upbringing of the Nigerian child were done absolutely within the traditional setting of the family and community care and development until the introduction of a formal school system which, according to Ogunyemi (2015), was an admixture of tradition and modernity being the order of the day. Formally, the preschool according to Olalowo, (2020) is placed in the position of one of the institutions with the responsibility of raising a whole-child, which in Yoruba society is referred to as *omo to dape* (Salami, 2018).

However, African traditional child upbringing practices is driven by the notion that since every child is not just a representative of a single institution (family, school, religion, and others), but representing a larger social class such as the society; actualizing the whole-child personality requires that every individual, especially a more knowledgeable person in the society has a role to play in developing the upheld values of the society in such a child. In this process, the kind of education given to the child tends towards developing a totally upright child called *omoluabi* in the Yoruba clime, *onye na -eguzosi ike n'ezizi* in Igbo and *da nagari* in Hausa. To the African traditional episteme, unlike the eroding ideology of the modern age of civilization, a child's development is first viewed and nurtured from the lens of social and emotional competencies wherewith interpersonal and intrapersonal moral attitudes are inculcated in the child and not mere progressiveness of intellectualism. In the Yoruba clime, a child can be smart (referred to as *omo to ja fafa*) in his/her daily dealings, which could be hereditary as a family trait, and sometimes develop an obvious result that exposes the child to daily experiences that builds up what it (the society) considers as the right attitude to life as a way of existing and also as a way of relating with others.

The African value system, especially the Yoruba tribe of Southwestern Nigeria, upholds collectivism ahead of individualism, that is, nobody does anything for him or herself, decisions are made to benefit the society, actions are taken for the benefit of the society and every child is seen to belong to everybody, especially when the child is of good conduct. The ecological system theory was adopted for this study as it is in the best position to describe the collectivist value of the Yorubas and the communal responsibility of rearing a child to be morally upright. The ecological system was propounded by Uriel Bronfenbrenner in 1979 to explain how a child is being initiated into society from the smallest unit to the broadest unit. Bronfenbrenner expatiates how different categories of society influence a child and how their participation in the child's development goes in layers. SAGE (2021) further put the propounder's idea to be how a child's natural environment interrelates with the influence of the child's biological characteristics. Based on this, he categorized a child's environment into four: the microsystem, which is the lowest level of the environment, followed by the mesosystem, exosystem and macrosystem (Bronfenbrenner, 1979).

The microsystem is the smallest unit of interaction where a child finds him/herself and examples of this are home and school. In this environment, the child creates an influence and also gets influenced by the event of the immediate environment. In context, this implies that the parents and siblings have an immediate impact on the moral development of a child because they have the first contact with the child and are the closest to the child at every point in time. The other related example of a microsystem is the classroom where the classmates and teachers also spend a long time with the child, therefore, they can influence the child either in a positive or negative way and vice versa. Parents, teachers and caregivers have the responsibility to guide, lead, teach and serve as moral standards for every child around them because the child is a direct influence on his/her peers.

The mesosystem is the second level of the ecological system, and it is the interaction between the components of the microsystem. In the microsystem, the parties of influence can act independently, but when it comes to the mesosystem, the act of a party in the microsystem is corroborated by another party. For example, when there is a connection between a teacher's impact on a child and the parent's influence on the child, it plays a significant role in aiding the child's development, especially to become morally upright.

The next level of the ecological system is the exosystem; although it does not have direct interaction with the child, but it has a great impact on the development of the child. An example of a exosystem is the parent's place of work or a parent's group of friends. Parent's daily experience at work may determine their mood when they get home to meet the family, similarly, parent's work nature will also have an influence on their availability for the children. A situation where parents leave for work early in the morning and comes back home late at night gives the child a very slim opportunity to interact with the parents and makes the child open to influences from forces outside the family. When a parent does not have

time to interact with their children, it creates a lot of gaps in influencing the child's development. The parents will not be able to help the child, even when he/she goes wayward. This shows that the work is affecting the parents directly, and the impact on the parents is being suffered by the children.

The last level of the ecosystem is the macrosystem; this system sums up all other levels of the ecosystem. This system is about the broader view of how society at large influences the behavioural trait of a child which will be a determinant of having a positive or negative moral development experience. The level sums up the cultural context in which the microsystem, mesosystem and exosystem are entrenched. Examples of macrosystems are government policies, social institutions like schools and churches, cultural beliefs and practices, society's code of conduct and so on. These instances of macrosystems create a general guide and principle that can be set as a moral standard for all children through the guidance of parents, teachers, leaders and so on. In the context of this study, the policies created by the government and cultural institutions influence a child's behavior by creating dos and don'ts with liable consequences to checkmate their behavior. Therefore, training the child to meet up with moral standards is influenced by the larger society, using the parents and teachers as a medium to effect the standards.

Many years after Bronfenbrenner came up with the four levels of the ecological system, more experience made him add a fifth of the levels, which is called chronosystem and this talks about integrating all the levels and observing how the interaction among all the levels influences the child's behavior as the child grows older. He noted that society is changing, and so are the principles, therefore, there is a need to observe and understand how these changes influence the developmental outcome in children (Eriksson, Ghazinour, and Hammarström, 2018).

Statement of the Problem

The communal style of child upbringing is a unique practice in African settings. It requires the effort of every individual in a community to inject positivity and progressivism into the society, an act which equally advanced childcare and development. It has been established in historical books and reports from older generations that the moral development of children decades ago is better compared to what is obtainable in the current disposition. This can be linked to the entanglement between civilization and culture. The Africans have their culture which dictates their norms and traditions, but when civilization gets entangled with culture, some of the norms get discarded and replaced with borrowed foreign culture. This act, then is believed to also be linked to the fact that the type of society we operate today does not encourage communal style; which is also an influence of civilization. It is believed in Africa that when people of the same tradition live together to raise a child in the way of the society, they tend to be morally upright and be good representatives of the society that nurtured them. There have been studies on whose responsibility lies the moral education of children, moral problems of girl-child in Nigerian schools and moral education in world society, but this study sees a need to investigate the *Igba-oju* African Philosophy (a communal style of child upbringing) as a means to positive moral development in Children to building a friendly society for all and sundry. This study, therefore, looks at the prospects of *Igba-Oju* African philosophy as a pathway to moral development of young children in Southwestern Nigeria.

Research Questions

1. What are the unique qualities of the *Igba-Oju* (Communal Child Upbringing) African Philosophy?
2. To what extent does the *Igba-Oju* (Communal Child Upbringing) affect the moral development of children between 3-5 decades before now?
3. What is the prospect of *Igba-Oju* (Communal Child Upbringing) African Philosophy in the current disposition?
4. What are the alternatives means to *Igba-Oju* (Communal Child Upbringing) African Philosophy in the current disposition?

Methodology

This study used the phenomenological approach of the qualitative research design. The population of the study includes all elderly people in the Southwestern states of Nigeria (aged 50 and above). 12 participants formed the total sample of the study which were purposively selected from three out of six southwestern states of Nigeria. The criteria for the selection were based on the following: the willingness of the participant, falling within the age bracket and must be an indigene of any southwestern states. One key

informant interview guide was designed and used in this study with six questions to guide the discussion. The researchers seek the consent of the elderly people for permission to conduct the interview on them as well recorded their voices for further analysis. After the permission was granted, the researchers administered the key informant interview guide using the audio-visual material to conduct the interview and the collection lasted for 2 weeks. The information gathered was transcribed and thematically analysed to give the result of this study.

Results and Discussion

Theme 1: View on the concept of Igba Oju and your experiences regarding this African method of child upbringing

The respondents were asked about their understanding of the concept and their experience while growing up. Many of the respondents agreed that *igba-oju* connoted child upbringing practices that allow everyone in the child's immediate environment to guide and correct any wrong behavior or character exhibited by the child and likewise reward good behavior in the child. The training goes beyond the child's immediate environment; it includes society at large despite the fact that only two people birthed the child yet the success of the child depends on his/her family and society at large. The excerpts from the interview are presented below under the following sub-themes: view and experience.

Sub-theme 1: views on the concept of Igba-oju

The concept of *igba-oju* has just one definition which is based on the Yoruba proverb though it takes four eyes to birth a child but 200 eyes look after or train the child. This concept implies that every adult in the community has the moral right to correct any wrongdoing or actions against the family or community standard. This means, there is no child in the Yoruba community that lack teachers to direct or guide despite the lack of reading and writing or properly documented curriculum. According to Mr D from Ogun State who submitted that:

When a child goes to school, teachers become loco parentis. I was born and raised in a family house(agboole), where all the family members; that is nuclear and extended family share common purse. In my family house, all the elders in the house are entitled to punish and praise a child in the family.

Mrs A from Ogun State also submitted that:

It means that two people give birth to a child, but a whole lot of people contribute to the upbringing of a child, compared to nowadays, where we have four eyes (father and mother) birthing a child and just the four eyes oversee the child to maturity.

Mr B from Ondo State:

*you asked a good question sir, and I want to appreciate you for coming up with this type of research work, probably parents and appropriate elders will lay hands on this work and learn one or two from it because I believed it would help the current parents to raise morally upright children. Well, let me answer the question you asked, *igba-oju* is a community way of coming together to raise a child to become a meaningful member of the community. So I believed, everyone in the community starting from the immediate family members of the child and other members of the community are teachers and role models to the child and other children in the society.*

Sub-themes 2: experience of igba-oju while growing up

The respondents shared their experience with *igba-oju* as a method of child upbringing practices in the Yorubaland, all the respondents agreed that their behaviours were sharpened by the *igba-oju* practices because they know there is no hidden place for them with wrong behaviour in the community as everyone or adults served as police to safeguard the heritage or moral value of their community. Below are the excerpts from the interview on their experience of *igba-oju*: Mr D:

An instance is when an elderly brother beat another of my brother, who is younger to him, as he was trying to escape, he fell and broke his arm. At this point, no serious punishment was given to him because he has the right to punish the younger one who accidentally broke his arm. I lived in

about 2 different family houses and every one of the elders chastises us. Whenever a child also performs well or does something worth praise, they will equally do that because igba oju is not only for punishment and bad character but also for good deeds too. There is no discrimination whether a child belongs to me or another person, all children are treated as "my child"

Mrs F from Oyo State:

I remembered a scenario that happened to me. (silent).... I was around 8 years of age, on that day, my mother sent me on an errand, and while running the errand one of my peers sought my problem and we started fighting (smiles), Unfortunately, one of my mother's friends saw me, she bit me mercilessly that I cannot report to my mother, even before I returned home she had also reported me to my parents, that day was more of hellfire to me than rest of the days till now. See, since that day I never engaged in a street fight no matter the level of the provocation, the best thing I do is to walk away from the person because the beating of that day left a mark on my body till today.

Theme 2: view on moral development

Elders shared their views on moral development and what it meant to them. All of them believed that moral development is paramount to the general well-being of the child and society, because children are the future of society, hence, if society will continue to function well, then attention must be given to the moral development of the children, no wonder Yoruba people do not joke with this aspect of training and development in their children. The excerpts from the interview, as reported by Mrs K (Ondo State):

I believed moral development is the ability for children to behave in a certain acceptable way according to the standard of society. For instance, Yoruba society frowns at stealing, lying, disobedience to parents and elders, and laziness among other social vices whereas celebration is usually thrown to celebrate the right attitude or conduct in the children.

Mrs G:

Moral development in contemporary society is a very bad experience because just the parents taking care of the children without cooperation with people from society, eventually, if the children become wayward, they become a nuisance to society and not to their parents alone. During the period when igba-oju was active, our parents leave us with other people and family in the society to care for us when they travel. Today, children are kept indoors and they have different poor experiences which even lead to depression. Some of the children easily get influenced in a negative way when they have a short opportunity to meet with some other children.

Mr B:

From about age 1, children grow with their own behavior, different children with different characters.

Theme 3: the special qualities of this child upbringing method that differentiate it from current style of child upbringing

The special quality of the igba-oju is that no child is left behind without anyone to correct him or her. That is, it is expedient for every member in the society to play their expected roles toward the children's moral development. For instance, any adult can reward or punish a child without any problem or interference from the child's parents. Just as respondent, Mr H submitted that:

Igba-oju has many qualities but the one I can vividly remember is that of collective action, where everyone took blame or praise in raising children and there was a practice then that if any family refused or discouraged other members to correct their child, such family is isolated by the other families and nobody, I mean nobody will interact with the family, therefore, every family put effort together to raise a well-behaved child.

Mr B:

There are many differences. In contemporary society, there is no compound or extended family, but all man to himself, and this affects the children, especially in development. When Igba oju was really active, a 10 year old child is more intelligent, sharp and wise because of the diverse experience they must have had, living with a large family, tapping lessons from individuals from

the family. Although it has its own negative effect. From personal experience, my father smokes cigars, but he does not want his children to take up the habit, so, being the youngest, whenever I see my brothers taking the wasted sticks of cigarette that my father dropped, I will report them and they would be punished by my father or any other elder in the house. I was very young then, but I already know what to do when I see bad actions. Another instance is that there are some children that some family member love and they do not punish like some other children, and I am an example of that child. Whenever I offend my mother, she will not beat me during the daytime because others will come to my rescue, so she waits till the night, waking me at midnight to satisfy herself with the beating, but she will tell me the reason for the punishment. The case is different today because almost everything has been termed child abuse and a parent can get punished for such.

Note that there are three categories of children – “Omo oju” that is, a child that takes to correction by mere signal (e.g. the look on parents' facial expression); another one is “Omo-enu” that is, a child that only takes to correction after they are being verbally abused or insulted and the last one is “Omo-egba” that is, a child who does not take to correction using the aforementioned style, until they get beaten, therefore, a child is treated according to their type.

Mrs C:

There is room for chastisement and correction during the period for igba-oju, unlike now that people don't correct and chastise. They only try to caution or threaten with punishment, but they will never touch the child. Back then, our parents keep cane and koboko (horsewhip) to beat us. As a result, there is fear that caution child's behaviour, and they grow to become morally upright. The story is totally different today, as it is obvious that moral maladjustment is the order of the day because there is a limit to caution from society.

Theme 4: Practicability of Igba-oju philosophy in this current disposition

The beauty of any culture is an evolvement from one particular phase to another, which can be said of many African philosophies, especially igba-oju concept. In this current disposition, where the common practice is everyman to him/herself and his immediate environment. Igba-oju practice is currently under threat from many factors such as economics, formal education, religion and other institution. As Mrs C rightly said:

I doubt if igba-oju can be practiced in this generation or generations to come because none is showing how to practice it. Take for example, in the olden days, our parents lived together in a compound known as Agboole, which housed factually every member of the family, but today, people live in duplexes or flats even the funniest thing now is that many people do not know their next neighbour talk less of allowing a stranger to correct their children.

Mr B:

This dispensation? I totally doubt it and I have a reason for saying this. This generation lack moral development because they were raised outside the concept of igba-oju like our generation, please don't get me wrong, in our generation despite the igba-oju many children still go astray but the number is fewer than this generation. Also, the concept of I owe none anything is rampant now, based on this, igba-oju cannot be practiced, am sorry. What of the increase in the number of insecurity in the country where nobody can be trusted again with the welfare of children? We need to devise another way or method of raising children that will have moral development.

Mr D:

I doubt if the igba-oju style can still be practiced. I believe that it has been programmed by God for the world to evolve into this and my fear is more for the generation unborn, because those who will train them are the wayward ones today. Therefore, for a child that was not trained through igba-oju, and grew up without good morals, their children have the tendency of being worse than they are.

Mrs E:

From my perspective, they grow to be morally upright after being trained by different family members and also by what they experience in school and we also listen to instructions. Unlike in

contemporary society, where children get so tough, even when parents beat them, they still grow tough because there is a limit to how teachers in school can punish them. Today, only parents discipline their children, they don't even allow teachers to do so. There are experiences where parents visit schools to warn their child's teachers never to touch the child or chastise the child for any reason. In a nutshell, there is nothing like Igba Oju again because what everyone does is what Yoruba call "Konkojabele", that is, all man to himself.

In another way, some also grow tough and even get pregnant from Class 6 because some of them can't endure some tough time experience because there was suffering for many families then, so, the grace of God was also a factor that helped.

Theme 5: other child upbringing methods being practiced and their impact on moral development

The concept of igba-oju is not totally welcomed among the elites in Yorubaland, and even some illiterate parents are beginning to follow suite, nevertheless, the absence of igba-oju as a form of child upbringing does not imply a vacuum of upbringing practice among parents. Today, parents have embraced various upbringing practices like authoritarian, authoritative, permissive and negligent parenting styles while some parents infused both traditional and modern child upbringing practices. The researchers asked the respondents about the current child upbringing practices and it affects children's moral development.

According to Mr B:

Since every home today is fenced up, everyone practices self-training, therefore, parents are the only ones who have the most to do with their children

Mrs C:

The method of upbringing children today is "alakowe" style, that is, training by the elites. It is not "aju meji" that is, father and mother training the child and the result is what we can see in our society today, there is a restriction to punishment and children are growing to act as they find convenient.

Theme 6: suggestion on child upbringing method that can influence moral development in the current disposition

Moral development is paramount especially for the progress of this current disposition because the level of moral decadence among children is on the increase and it must be arrested to avert a dysfunctional society where anarchy and chaos become the order of the day. The respondents are asked to suggest upbringing practices that can foster moral development in children: According to one of the respondents, Mr A:

Bible says train up a child the way he should go and he will not depart from it. The parents have a lot to do by training them in the way of God (religious). Also, parents should live a life of example by not taking alcohol, smoking and other bad habits, even if they will do, it should not be in the presence of the children or to the knowledge of their children. Parents should also avoid using vulgar language. Parents should also train their children with their cultural practices by giving respect to the elders, greeting manners, and when a child has not yet matured (like 18 plus), they should be restricted from some outings and making some personal decisions.

Mrs B:

The only intervention I can think of is to teach them the way of God, pray for them and we as parents should be a moral standard for the children. An ant cannot act like a termite, and lions are born their own likes, therefore, parents should act as the role model to their children. Although, it doesn't work like that sometimes, because we have seen pastors and imam's children going wayward and children of bad parents that eventually grow up to be of good morals. But the bottom line is, every parent should be a role model to their children.

Mrs Y:

the only suggestion I can give is that parents need to trust teachers and other members to play their part in the moral development of their children. I strongly believe that teachers are important in the child's life because they spend quality time with the children and can provide needed information to the parents which can help to foster the moral development of children.

Conclusion

From the findings above, it had been revealed that the impact of igba-oju on the moral development of children in the old Yoruba society cannot be undermined, because moral development is central in the traditional society in Yorubaland. Many measures were put in place to ensure proper moral development and oftentimes, parents and families share blame for any moral delinquency in society, thus, every family makes an effort to develop children's moral development. Though total adoption of igba-oju is no longer possible as society evolves and lace with many challenges that determine communal living, however, igba-oju concept should not be thrown out totally just like a popular axiom that —do not throw the baby with the bathing water. The baby here is the igba-oju which must not be abandoned totally if the moral development of the children will be achieved in southwestern, Nigeria and Africa at large.

Recommendations

- Traditional rulers in the Yorubaland such as paramount kings, baales (Village head), mogaji (Family head) and chiefs should organize seminars and meetings on the benefits of igba-oju to the moral development of children. This recommendation could be achieved through the help of various trade union leaders, religious leaders and scholars in the field related to education to educate parents, teachers and every member of the society regularly.
- Government should ensure adequate and comprehensive security of lives and properties in the country. This recommendation can be achieved by overhauling the security set-up of this country and encouraging regional and communal security networks.
- Parents should create and encourage feedback with their children's teachers, caregivers and other members of the society. To achieve this goal, parents must work hand-in-hand with the children's teachers and other members by giving adequate attention to their report on the children and applying any useful recommendations to foster the moral development of the children
- Lastly, scholars and researchers should produce literature books, especially in the language of the immediate environment to educate parents on the benefits of allowing trusted members of society to join in rewarding good behaviour and punishing bad behaviour in children, once a child knows there is no safe haven for bad behaviour either with the parents or elders in the society, such child tends to behave in the appropriate manner acceptable to the African society.

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INFLUENCE OF TEACHERS' JOB SATISFACTION AND CREATIVITY ON PUPILS' ACADEMIC PERFORMANCE IN BASIC SCIENCE IN ILORIN WEST LOCAL GOVERNMENT AREA, KWARA STATE

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Abstract

The study focused on the Influence of Teachers' Job Satisfaction and Creativity on Pupils' Academic Performance in Basic Science in Ilorin West Local Government Area, Kwara State, descriptive survey method of research was adopted in this study. The population of the study comprised of all schools, teachers and pupils in Ilorin West Local Government Area of Kwara State, the researcher used simple random sampling technique to select six public schools and 24 private schools, at the end of the research, 51 teachers from primary three and 212 pupils from primary 3 both public and private participated in the study. Questionnaire, rating scale and Basic Science academic performance test were used as the instruments for the study and the instrument were subjected to reliability using cronbach alpha technique and 0.72, 0.78, and 0.71 were obtained as reliability coefficients. Data collected were analyzed using descriptive statistics of mean, percentage and frequency count to answer the research question while inferential statistics of T-test and ANOVA were used to test all hypotheses. The findings indicated that the level of pupils academic performance in Basic Science is fair/average (mean= 6.48); there is significant influence of teachers' creativity on academic performance of pupils in Basic Science ($F_{1, 50}=10.442$, $p<0.05$); there is significant influence of teachers' job satisfaction on academic performance of pupils in Basic Science ($F_{1, 50}= 11.23$, $p<0.05$). it is therefore recommended that, teachers should be motivated and satisfied with their profession so they can perform their duties adequately, teachers should be taught how to use creative skills in teaching during teachers training programs. Finally, Government at all level should include the use of creativity in Basic Science curriculum, teachers should be taught how to use creative skills in teaching.

Introduction

Basic science is defined as the scientific disciplines of mathematics, physics, chemistry and biology. They are called basic sciences because they provide a fundamental understanding of natural phenomena and the processes by which natural resources are transformed. Since the 17th century, basic science has been all indispensable adjuncts to the physical science and technology and in more recent times, it has assumed a similar role in the practical aspect of life science. Basic science sometimes called pure or fundamental science helps researchers understand living systems and life processes, this knowledge leads to better ways to predict, prevent, diagnose and treat diseases. Through basic science, researchers try to answer fundamental questions about how life works.

Basic science helps pupils to understand the world around them, everything about the universe from how trees reproduce to what an atom is made up of, is the result of scientific experiment. Basic science processes skills such as observing, communicating, measuring, classifying, inferring and predicting. It is a core subject that pupils must be exposed to and must pass so teachers must be creative enough to engage the pupils in sciences classes and minor experiments right from the basic level of education because children tend to run away from science subjects which make them loose interest in it as they grow up, many pupils have different opinion about basic science, some see it as that subject which has to do with scientific practicals , some see it as a subject you must learn to become innovative (Ogonnaya, Okafor, Abonyi, & Ugam, 2016).

The development of human being and the environment in which they live in depends on the development of basic science. Science has been and would continue to be a tremendous importance because of its ability to explain many natural occurrences and the central role it plays in the world current technology development (Osuolale, 2014).

The National Policy on Education encourages all processes geared towards producing educators and scholars that will encourage the spirit of inquiry (Federal Ministry of Education, 2018). The general objectives of basic science is enable pupils observe and explore the environment using their senses and hands, to allow the pupils develop interest in basic knowledge and skills, apply their scientific and technological knowledge to meet their societal needs. While a lot of research has been conducted in other part of the world, few studies have related teachers' job satisfaction and creativity to pupils' academic performance in basic science in primary schools in Nigeria. Hence, this study seeks to examine the influence of Teachers' Job Satisfaction and Creativity on Pupils Academic Performance in Ilorin West Local Government Area, Kwara State.

Several research studies have shown that pupils having poor academic performance is as a result of various factors which several researchers have looked into but the problem is still persisting. Various studies conducted by several empirical researchers (Omole, 2013; Ferdinand, 2017; Ogunnika, 2018) have concluded that pupils academic achievement in Basic Science in Nigeria is poor and needs improvement. In close resemblance to the reports is the conclusion made by Oyediji (2010) where he lamented that Nigeria remains an underdeveloped economy principally because of the unsatisfactory status of her science education especially in primary schools. He further asserted that relevant statistical details on Basic Science shows that there is crisis in the area of science teaching. Psychologists have put forward a lot of reasons why these disparities in academic performance exist. A lot of attention had been paid to external factors such as social incentives, student-teacher-related characteristics, study habits, pupils' personality, instructional materials and a host of others. In order to overcome the pains which follows poor academic performance of the pupils, many parents spend lots of money by enrolling their children in good schools and those parents who are wealthy enough to invest in education abroad as they believe this will enhance good academic performance.

Opinions vary as to why some pupils excel academically while others appear to be underachievers. Many educationists have consistently attempted to identify the major factors Such as gender, maturation, intelligence, self-concept, family background, study habit, hereditary, environment, peer group influence, child rearing patterns, socio- economic background , amongst others, have been extensively explored as being responsible for academic performance especially among primary school pupils. Factors that are believed to be responsible for the academic performance of pupils which past researchers have not looked into are teachers' job satisfaction and creativity.

Several research studies have demonstrated how teachers play a critical role in improving the performance of pupils (Hattie, 2018). A low payment to teachers leads to a negative psychological change that in turn affects the learning effects of the pupils (Wang & Wang 2018, Sun 2017). School administrators believes that the evaluation of the teaching performance by pupils is a good way to stimulate teachers to improve their teaching quality and the learning outcomes of pupils. Besides, some teachers commented that the mismatch between the payment and workload, lack of opportunities for further development, relationship and limited time with family, all lead to less commitment to work (Jin, 2012). These showed that the material stimulation only cannot completely solve the problem of teacher motivation, if the school administrative aims at better performance from teachers, it is a feasible way to meet their psychological needs.

Teacher satisfaction with job reflects a positive identification and experience of the organizational role (Mao & Tang, 2015). The teacher satisfaction can be promoted through shaping the school, atmospheric condition of the learning environment and cooperative learning and promoting their sense of belonging and work performance. Similarly, teachers job satisfaction is divided into six dimensions including income, promotion, work itself, colleague relationship, work environment and supervision behavior (Asif Iqbal, 2016). Zembylas, and Papanastasiou, (2016), viewed teachers job satisfaction as a function of the perceived relation between what one wants from teaching, and what one perceives teaching is offering to the teacher. Employees who have high level of job satisfaction commit their time, energy, and efforts to work which result in high productivity, (Scott, 2014). Hongying, (2018) adds, job satisfaction

refers to the overall attitude and views of teachers towards their working conditions and profession. The quality of teachers, their commitment, satisfaction and motivation are the determinant factor for the pupils to benefit from the education system. Satisfaction with the teaching component has important consequences, it means that the teachers are happy, devoted and committed, and it also helps them bring their best qualities to their schools, so that pupils, parents and the society may benefit from their services (Ofoegbu, 2014). The success or failure of the education system depends mainly on satisfied teachers, but also on satisfied school managers and administrators. Teachers, specifically, spend a great amount of time with their pupils in class, and hence they have a significant impact on pupils achievement (Correnti, Miller & Rowan, 2012; Jyoti & Sharma, 2019)

Creativity can be described as an essential form of problem solving where there are no easy answers to problems for which popular or conventional responses do not work. Creativity is the consciousness of our original ideas. Numerous psychologists argue that creativity is not just an enrichment or add-on in the classroom, it is a definable, measurable, set of psychological skills that enhance learning and will be necessary in the 21st century workforce. According to Nwakwo (2018), a well-accepted definition of creativity is the generation of a new product that is appropriate in a particular scenario (a product could be an idea, an artwork, invention or an assignment in the classroom). There is not just one way for a person to be creative or one set of characteristics that will differentiate a creative person, instead, many experts think of creativity as a set of skills and attitudes that anyone is capable of tolerating ambiguity, redefining old problems, finding new problems to solve, taking sensible risk and following an inner passion.

Teachers creativity is therefore a cluster of skills that are needed to produce ideas that are both valuable and original (Sternbag, 2012) and teaching creatively has been described as teachers using approaches and imaginative skills to make learning more interesting, exciting and effective. Creative classroom gives an opportunity for pupils to learn with fun, teachers should encourage this quality in pupils from the lower class itself and inspire them to believe in one's own creativity. Teachers creativity also directly enhances teaching and learning by increasing motivation, deepening understanding, promoting joy, intrinsic motivation is essential to the creative process and relies on pupils pursuing meaningful goals Amadi (2016) observed that many experts in psychology and education argue that creativity skills are psychological skills needed in school and in future workforce. As such, schools have a duty to teach them and value them.

Sternbag (2012) has argued that creativity can predict college success above and beyond academic achievements and even beyond what pupils get from standardized test scores. Creativity is not just about innovating or making arts, it is about living creatively. Teachers who can model creative ways of thinking, playfully engage with content and express their ideas will beget creative pupils.

Statement of the Problem

Researchers have over the years carried out research on factors that are responsible for poor academic performance in Basic Science in primary schools; some of these factors are: teachers self-efficacy interest, lack of facilities, qualification and experience, shortage of qualified basic science teachers, equipment and instructional materials for effective teaching, large pupils to teachers ratio, pupils Phobia for science subjects. A large part of literature claim that pupils academic performance are predictably based on pupils, teachers, school and home factors, in this way, little attention is given to other factors such as teachers' job satisfaction and creativity. Several studies conducted by researchers or educationists have shown that teachers' job satisfaction and creativity is a key factor in pupils academic performance in basic science.

Majority of studies on influence of teachers' job satisfaction and creativity on pupils' academic performance were carried out in different location within Nigeria and in the advanced countries. It is noted that the past studies did not give adequate empirical attention on the influence of teachers' job satisfaction and creativity on pupils' academic performance in Basic Science. Therefore, this research work will fill the research gap by critically examining the influence of teachers' job satisfaction and creativity on pupils' academic performance in Basic Science in Ilorin West Local Government Area, Kwara State.

Research Questions

The following research question was answered in this study

1. What is the level of pupils' academic performance in Basic Science?

Research Hypotheses

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

Ho1: There is no significant influence of teachers' creativity on the academic performance of pupils in Basic Science in Ilorin West Local Government Area, Kwara State

Ho2: There is no significant influence of teachers' job satisfaction on the academic performance of pupils in Basic Science in Ilorin West Local Government Area, Kwara State.

Research Design

In this study, descriptive survey method was adopted. The population for this study comprised all primary school teachers and pupils in Ilorin West Local Government Area. There are 243 private primary schools and 59 public schools in Ilorin West Local Government Area. Kwara State School Census Report (2019-2020). Simple random sampling technique was used. 10% of the entire population was selected as sample size which is 24 private primary schools and 6 public primary schools respectively. The researcher administered 51 questionnaires and 51 rating scale to primary 3 teachers, both public and private, the researcher also administered 212 basic science test questions to primary 3 pupils, both public and private in the selected schools.

The researcher developed three research instruments, questionnaire, rating scale and basic science academic performance test. Questionnaire and rating scale for primary school teachers, the questionnaire was used to obtain data on the primary school teachers' job satisfaction and the rating scale was used to measure the level of primary school teachers' creativity. The questionnaire is titled Teachers' Job Satisfaction Questionnaire (TJSQ). Questionnaire is less time consuming than interviews or case studies. The rating scale is titled Teachers' Creativity Rating Scale (TCRS) and the Pupils Academic Performance Test was used to measure the ability of pupils in Basic Science which is titled Basic Science Achievement Test (BSAT)

In this study, the questionnaires was divided into two sections (A and B), the section A will collect data for personal information of the respondents, then for the section B of the questionnaire, a four-point scale (Strongly Agree, Agree, Disagree, Strongly Disagree) was used to ascertain teachers job satisfaction. The rating scale was also divided into two sections (A and B), the section A will collect data for demographic information of the respondents, while the section B of the rating scale have a three-point scale (Always, Sometimes, Never), the Basic Science Achievement Test had 15 questions with options for them to tick the right answer. Test re-test method was used to test for reliability of the instruments. The instruments were administered within the interval of two weeks to the same set of respondents, the reliability index was calculated using Pearson Product Moment Correlation (PPMC) and it yielded 0.72, 0.78 and 0.71 respectively. The data obtained were analyzed using descriptive statistics of percentage and frequency count. Percentage and frequency count while inferential statistics of ANOVA was used to test for the stated hypotheses.

Results

Research Question 1: What is the level of pupils' academic performance in Basic Science?

Table 3: Level of Pupils' Academic Performance in Basic Science

Actual Score	Aggregate	Frequency	%	Mean Score	Std.D	Remark
0-5	0-39%	42	19.8	6.48	2.9118	Poor
6-8	40-59%	90	42.5			Fair
9-10	60-69%	50	23.6			Good
11-15	70% and above	30	14.1			Excellent
Total	100	212	100			

Excellent/Very high (11 -15), Good/High (9-10), Fair/ Average (6-8), Poor/Low (0-5)

Table 3 shows that the level of pupils academic performance in Basic Science is fair/average (mean = 6.48). 42 pupils score 0-5 which accounted for 0–39% rated poor, 90 pupils score 6-8 which accounted for 40–49% rated fair, 50 pupils score 9-10 which accounted for 60–69% rated good while 30 pupils score 11-15 which accounted for 70–100% rated excellent.

H01: There is no significant influence of teachers' creativity on the academic performance of pupils in Basic Science in Ilorin West Local Government Area, Kwara State

Table 4: Summary of Analysis Variance (ANOVA) showing Influence Teacher Creativity on Academic Performance of Pupils in Basic Science

Source	Sum of Square	Df	Mean Square	F	Sig	Decision
Between Groups	342.313	1	114.104			
Within Groups	5473.513	50	109.471	10.442	000	Significant
Total	5815.826	51				

Table 4 shows that there was significant influence teacher creativity on academic performance of pupils in Basic Science ($F_{1,50}=10.442$, $p<0.05$). In the light of the result, hypothesis 1 is therefore rejected.

H02: There is no significant influence of teachers' job satisfaction on the academic performance of pupils in basic science in Ilorin west local government area, kwara state

Table 5: Summary of Analysis Variance (ANOVA) showing Influence of Teacher Job Satisfaction on Academic Performance of Pupils in Basic Science

Source	Sum of Square	Df	Mean Square	F	Sig	Decision
Between Groups	292.111	1	144.214			
Within Groups	4463.331	50	111.721	11.232	004	Significant
Total	4755.442	51				

Table 5 shows that there was significant influence teacher job satisfaction on academic performance of pupils in Basic Science ($F_{1,50}=11.23$, $p<0.05$). In the light of the result, hypothesis 2 is therefore rejected.

Discussion of Findings

The study examined the influence of teachers' job satisfaction and creativity on pupils' academic performance in Basic Science in Ilorin West Local Government Area of Kwara State. This study was carried out with the aim to determine the academic performance of pupils in Basic Science through teachers' job satisfaction and creativity.

Findings revealed that the academic performance of pupils in Basic Science is fair or average. This implies that the number of pupils that scored average in Basic Science both public and private schools is more than half while those that performed well in Basic Science are not up to half, therefore, there is poor academic performance of pupils in Basic Science in Ilorin West Local Government Area, Kwara State.

Findings revealed that there was significant influence of teachers' creativity on academic performance of pupils in Basic Science. This means that teachers' using creative skills in teaching Basic Science has great influence on the academic performance of pupils. This finding is in tandem with the earlier study by Ukoima, Dick and Dimkpa (2021). The study examined the Influence of teachers' creativity on the academic performance of senior secondary school students and it was ultimately confirmed that Teachers' creativity has positive and significant influence on the academic performance of pupils. This also gave support to the study by Vasudevan (2013) who worked on the influence of teachers' creativity, attitude and commitment on students' proficiency of English Language. The results revealed that creative thinking, creative learning, creative teaching, teachers' attitude and teachers' commitment positively and significantly influence the students' proficiency in English Language. Similarly, Adeosun and Adeoti

(2019) conducted a research on the influence of teachers' creativity on students' creativity in literature in English, the findings revealed that teachers' creativity significantly influence students creativity in Literature-in-English. When teachers demonstrate creative skills in teaching and reinforce pupils creative skills, pupils tend to perform better and achieve more.

Furthermore, findings of the study revealed that there was significant influence of teachers' job satisfaction on academic performance of pupils in Basic Science. This implies that, teachers with high level of job satisfaction has great influence on the academic performance of pupils. This findings corroborated with the finding of Ajia (2011) who worked on the significance of teachers' job satisfaction in assuring quality education and it was revealed that teachers' job satisfaction has positive influence in assuring quality education. Another study carried out by Baluyos (2019) who investigated the relationship of teachers' job satisfaction and their work performance in which the result revealed that teachers are highly satisfied with their job which has a great influence on their work performance. Similarly, Wula (2020) worked on teachers job satisfaction and performance of pupils and it ultimately revealed that there is positive significant on pupils performance due to high level of job satisfaction in teachers. When teachers are satisfied, they will develop and maintain high level of performance and learning process will be more efficient and effective

Conclusion

Based on the findings of this study, it is concluded that the academic performance of pupils in Basic Science in Ilorin West Local Government Area, Kwara State is fair, the study also revealed that there is significant influence on teachers' creativity on the academic performance of pupils in Basic Science which implies that teachers creative skills in teaching helps to improve the performance of pupils in Basic Science. Finally, there is significant influence of teachers' job satisfaction on the academic performance of pupils in Basic Science which means that the level of teachers' job satisfaction determines how effectively they will perform their duties which will in turn improve the academic performance of pupils in Basic Science in Ilorin West Local Government Area, Kwara State.

Recommendations

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

1. Teachers should be motivated by government and school owners in their job so that they can perform effectively
2. Teachers should use creativity in teaching the learners so as to improve the learners performances
3. The school environment should be conducive so that teachers and learners can enjoy teaching and learning process

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A SURVEY ON THINKING STYLES AND ACADEMIC ACHIEVEMENT OF UPPER BASIC EDUCATION LEVEL SCHOOLS' STUDENTS IN SOCIAL STUDIES

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Abstract

This research determines the connection between thinking styles and academic achievement of upper basic education level (former Junior Secondary School) schools' students in Social Studies in Ika North East Local Government area of Delta State. Three (3) research questions and three (3) hypotheses guided the study. The research design for this research was a correlational design. The sample of the study was two hundred and forty one (241) upper basic education level schools' students. Two instruments were used for data collection which includes: Social Studies Students' Thinking Styles Questionnaire (SSSTSQ) and Students' Achievement in Social Studies Basic Examination (SASSBE). SSSTSQ has a reliability coefficient of 0.78 whereas SASSBE was standardized and adopted from Delta State Ministry of Education. The instruments were validated by specialists from Faculty of Education, Delta State University, Abraka. Data collected were analyzed using correlational statistics. The findings of the study were that: legislative thinking style has a strong relationship with Social Studies achievement of students. This is because social studies teaching and learning exposes the students to citizens' obligations, rights and privileges. Also, executive thinking style has a moderate relationship with Social Studies achievement of students. This is because social studies teaches students the strategies for effective leadership and followership. Furthermore, judicial thinking style has a low relationship with social studies achievement of students. This is because not every student is interested in effective ways of resolving conflicts. From the findings, it was recommended that social studies teachers should endeavour to dictate upper basic education level schools' students' thinking styles through their performances in social studies and other subjects; social studies teachers should advise parents to motivate and encourage their wards into selecting careers that align with their dispositions and so on.

Keywords: Thinking style, legislative, executive, judiciary, academic achievement and social studies

Introduction

Social studies is a core subject in upper basic education level schools (former Junior Secondary Schools). For this reason, the teaching and learning of social studies have been given some priority attention even though most social studies teachers are social studies educators (not professionally trained social studies teachers) (Mezieobi & Mezieobi, 2021). Social studies educationists (that is professionally trained social studies teachers) are few in the social studies classrooms because of the inability of schools to engage their services. In contemporary times, due to paucity of funds to engage the services of subject teachers, schools resort to using available teachers in teaching most subjects, hence cases of economics teachers teaching social studies abound (Ezegbe, 2014). In Nigerian context, two broad views could be deduced from the multiplicities of definitions of Social Studies as indicated by Ezegbe (2015). First, Social Studies was seen as consisting of various social science subjects in their separate state. These social science subjects include Geography, History, Religion Studies, Economics, Commerce, Political Science, Government, Sociology, Anthropology and so on. Second, Social Studies as an integrated subject draws its concepts, contents, methods and generalizations from the various social science subjects and humanities (Mezieobi & Abdulkareem, 2017). In the light of these two views the second view of social studies being an integrated subject has been adopted. The objectives of Nigerian social studies is developed to reflect this philosophy and lay great emphasis in equipping Nigerian citizens with appropriate and relevant skills, competencies and values which are employable to enable them contribute their quota to national development. The focus of social studies is essentially man, the society and the environment and its ultimate

is to equip individuals with knowledge and understanding for effective citizenships and living (Iwuamadi, 2021) This type of programme enables learners to solve various complex problems which confront them daily as individuals and as members of social group or society. It therefore offers a richer preparation for life.

The philosophy behind the teaching of Social Studies in our schools is that it is seen as one of the avenues for the production of effective citizens and of forging a cohesive society that will support a notion of nation building within the context of Nigeria as a democracy. Furthermore, Social Studies aim at producing students who are patriotic, responsible and useful members of the society who will contribute their own quota to the development of the nation. Nigeria is a pluralized country with an estimated 700+ ethnic languages and variations of ethnic and religious affiliations. Because of this existing ethnic and religious diversity, differences and misunderstandings sometimes arise along the lines of different ethnic and religious boundaries (Mezieobi, Oyesikun & Abdulsalam, 2020). This has often led to tribal wars, religious conflicts, political instability, economic meltdown, youth restiveness, youth militancy etc. All these go a long way to limit the development of the nation. Therefore, there is need to re-establish and promote good human understanding and relationship among the peoples of the country. It is believed that this could be achieved through a broad based subject that would give proper information about various people of the country. The general objectives of Social Studies are to prepare students for a useful life so that they can be responsive and responsible members of their immediate communities and good citizen to their nations. Hence, according to NERDC (2007: 69), general objectives of social studies include among others, to

1. To train Nigerians to be good citizen and nation builders.
2. To help students develop skills, habits and positive attitudes to one another and towards the nation.
3. To enable Nigerians know and use resources of their physical environment effectively.
4. To make people appreciate their culture and that of other Nigerians so as to appreciate the differences and the need to live together in one great nation.
5. To help develop a good sense of judgment a sense of moral and social responsibilities so that they can become useful members not destroyers of their societies and the nation.
6. To develop in learners attitude of togetherness, comradeship and cooperation towards a healthy nation.

The above objectives show that social studies is a subject meant to prepare the learner to acquire positive knowledge, attitudes, skills and competencies as he interacts with his environment that will equip him to take meaningful decisions that are useful to himself and the Nigerian nation.

Social studies is an education-based subject because it helps in enhancing students' thinking styles in relation with their experiences and exposures in their environment. Therefore, education in its conception is a form of learning in which knowledge, skills, behaviour and attitudes are transferred from one person to the other and from one generation to the next through training, teaching and research. Education takes an important position in the overall development of a nation because its products are molded in behaviour, attitude and skills acquisition (Okwara-Kalu, 2023). Acknowledging the importance of education in nation building, the federal government through the National Policy in Education (2014) defined the process of education as one geared towards self-realization, better human relationship, individual and national, efficiency, effective citizenship, national consciousness and national unity. Other outcomes supported by education process are, social, cultural, economic, political, scientific and technical progress. In recognition of the role of social studies education towards nation building, it is assumed that an educated person should be equipped with coherent attitude and good behaviour toward national development (Kampylis & Berki, 2014; Mezieobi & Mezieobi, 2021). Such an educated individual shall also have skills in any chosen field including in social studies. The integration of these three concepts: attitude, behaviour and skills (academic achievement) would produce a fully developed Nigerian child ready to contribute to the nation's development quest. Based on Njoku (2014), evaluation on recent trends explained in the published results of senior secondary school certificate examination, there is high level of examination malpractice and high rate of drop-outs of both male and female students in secondary schools and tertiary institutions in Nigeria. The benefits of education seemed to be eluding Nigerians. According to Amadi (2012), Kalu (2017) and Adeyemi&Oladele (2020) the general performance of candidates in

national examinations is abysmally poor. Nwake (2012) is of similar opinion that the standard of education in Nigeria is dwindling resulting in doubts whether the millennium goals of affordable education for all will be a reality in Nigeria. Reporting further on the problems bedeviling Nigeria education, Eke (2014) asserts that examination malpractice amongst Nigeria students is a behaviour problem.

In the teaching and learning of social studies, the emphasis on thinking styles has to do with students' behaviour(s). Behaviour is one very important aspect of educational outcome that must not be ignored and the Nigerian child cannot be said to have fully developed into a responsible citizen if he/she is a product of cheating in examination (Eke, 2014). The Nigerian child of today therefore has failed in content of character, attitude to achieving success in life and development of quality skills for creativity (Okwara-Kalu, 2023). This statement suggests that quality educational outcomes expressed in developed thinking skills have eluded the Nigerian child. Urgent steps are therefore needed to determine the immediate and remote causes for educational innovation. Where then does the problem of poor academic achievement among Nigerian students especially in social studies lie? Rightly put, Wool (2021) asserts that most problems in academic achievement of most students in social studies stem from information processing strategy and thinking styles.

The main goal of education is to help children learn how to think alright so that they can construct their own meaning. Education helps in creating people who are capable of doing new things not simply repeating what other generations have done. Decisions are made through rigorous thinking hence, it is a fact that students must be taught these skills for proper functioning in the society. According to Amadi and Orluwene (2012), social studies teachers should evaluate formatively whether the problem of students lie in poor thinking abilities, styles, learning styles or because they simply have not learned the basic facts. It is pertinent according to Adeyemi and Oladele (2020) for social studies teachers to determine how students in social studies classrooms solve the problems they are presented with. This is by determining the kind of logic they use in solving problems and whether they suggest solutions systematically or by guessing and forgetting what they have already tried. Against this backdrop it is plausible to predict educational outcomes from students thinking styles in social studies classrooms.

The teaching and learning of social studies in upper basic education level schools entail reflective and rational thinking. Thinking is one of the essential aspects of human behaviour. Thinking is a tool needed in social studies learning and it supports educational application greatly. Thinking provides the basis on which cognition functions can be applied in problem solving especially in the social studies classroom. Campell (2021) noted that thinking is a mental activity where behaviour is often implicit and hidden in which symbols such as images, ideas and concepts are ordinarily employed. Thinking leads to intellectual activities such as decision making, formulation of hypothesis in research exercises, posing research questions, evaluating information and even making inferences from data collected. Thinking requires systematic and skillful operations. It involves understanding the subject matter adequately, having insight and knowledge which will in turn affect achievement of students in social studies. When social studies students are confronted with difficulty in education task because of poor thinking skills or problem solving strategies, everything from educational outcome to self-esteem suffers. Thinking improves social studies students' problem solving abilities and social studies students who feel confident in analyzing and confronting problems are well on their way to functioning effectively in the society. Harris (2014) in agreement opined that people think differently, leading to thinking styles. In the social studies classroom, it is believed that thinking styles originated from neuro-linguistic programming (NLP), which was originally developed as a behavioural model or system of thought suggesting that people organize, edit and construct individual models of the world from the information that they receive through senses. Thinking styles, measure the mental processes which influence ways in which our experiences are sorted and represented internally. Thinking styles therefore is a measure of intellectual functioning since it determines how one reacts to problems (Mahamakwaw, Mensah, Acheampong and Marfor, 2019). In social studies, research has shown that certain thinking styles correlate different levels of academic achievement in upper basic education level schools. People differ in thinking styles irrespective of their abilities, hence, thinking style according to mental self-government theory resides at the interface between ability levels and personality. The theory departmentalized five major domains of thinking styles into: functions, forms, levels, scope and learning. Under function, domain which this study is delimited to, thinking departments of learners are categorized into: legislative, executive and judicial components (Okwara-Kalu, 2023).

In social studies, domains of thinking that support academic tasks are still under scrutiny. This is because of the differing opinions of various psychologists and some environmental factors. While some researchers claim that legislative style of thinking promote creativity, formulation, abstract imagination and planning, researchers such as Orluwene and Amadi (2012) disagreed. Sternberg (2012) arrogating novelty and innovation to legislative thinking asserts that students who prefer sciences, and in arts writing poems creating novel stories, composing music and creating original art works are legislative inclined. In the same vein, Kane (2015) explored the inclination of executive thinkers and concluded that they are: concerned with implementing and doing tasks within a set of guidelines. They are procedural in nature hence like pursuing activities structured by others. The judicial style of thinking is concerned with thinking, evaluating and comparing. They like to judge the product of other activities. Examples are students who like evaluating the idea of others, formulating or implementing them. Most students because of ignorance, do not consider the nature of their thinking in career pursuit. Thinking is innate, fundamental and an input in task accomplishment. It is therefore very important to ascertain whether there is any relationship between thinking style and academic achievement of social studies students in upper basic education level schools.

Social studies teaching and learning involve intelligent approaches to things that are related to man in his environment. Intelligence for the social studies teachers and students has become the defining index in rating the performance of social studies students in school tasks. The concept that one's thinking style may result in good or poor achievement in academic tasks is not popular because of paucity of empirical backup. Educationists and psychologists are continually investigating whether nature or nurture decides the direction of individuals in life. The finding of this study, innate disposition such as thinking styles has an association with academic achievement of students in social studies. Its findings will further serve as a template to researchers and a stepping stone to determining variables other than intelligence that promote academic achievement of students in upper basic education level schools.

Upper basic education level school is the former junior secondary school (JSS), that level of education that a student goes through before senior secondary education. The ultimate objective of upper basic education level school is to transform students by providing: knowledge, skills, character and virtues. Social studies students with various intellectual abilities from multicultural and varied socioeconomic background deserve to be assisted in understanding the best strategy to adopt for quality educational outcome. The present downtrend in academic performance of upper basic education level schools' students in social studies as reported by researchers demands asking the following questions: How could upper basic education level schools ensure that students regardless of their intellectual abilities learn, become useful and productive members of the society? How could students be motivated to learn correctly? What innate variables pre-dispose upper basic education level schools' students to good academic achievement? (Otolehi, Okwara-Kalu and Agulanna, 2022; Mezieobi, 2020). The above questions desire answers which the findings of this research will attempt. Therefore, this study surveys thinking styles and academic achievement of upper basic education level schools' students in social studies.

Purpose of the Study

The main purpose of this study is to determine the relationship between thinking styles and academic achievement of upper basic education level schools' students. Specifically the study seeks to:

1. Determine the relationship between legislative thinking style and academic achievement of upper basic education level schools' students in social studies;
2. Ascertain the relationship between executive thinking style and academic achievement of upper basic education level schools' students in social studies; and
3. Find out the relationship between judicial thinking style and academic achievement of upper basic education level schools' student in social studies.

Research Questions

The following research questions guided the study. They are

1. What is the relationship between legislative thinking style and academic achievement of upper basic education level schools' students in social studies?
2. What is the relationship between executive thinking style and academic achievement of upper basic education level schools' students in social studies?
3. What is the relationship between judicial thinking style and academic achievement of upper basic education level schools' students in social studies?

Hypotheses

Based on the research questions above, the following hypotheses were formulated to guide the study:

1. There is no significant relationship between legislative thinking style and academic achievement of upper basic education level schools' students in social studies;
2. There is no significant relationship between executive thinking style and academic achievement of upper basic education level schools' students in social studies; and
3. There is no significant relationship between judicial thinking style and academic achievement of upper basic education level schools' students in social studies.

Methodology

This research adopted a correlational survey design. The design was selected because the study sought to determine the association coefficient between two variables. The population of the study was 4820 male and female upper basic education level schools' students Ika North East Local Government Area of Delta State. The sample of the study was two hundred and forty one (241) upper basic education level schools' students. Two instruments were used for data collection which includes: Social Studies Students' Thinking Styles Questionnaire (SSSTSQ) and Students' Achievement in Social Studies Basic Examination (SASSBE). Social Studies Students' Thinking Style Questionnaire (SSSTSQ) was divided into four sections namely: Section A for upper basic education level schools' students Bio-data; Section B is a ten questions items on legislative thinking style (LTS). Section C is a ten question items on executive thinking style (ETS) while section D is another ten items question on judicial thinking style (JTS). The response pattern is adopted from likert scale format of Strong Agree SA; (+4); Agree A; (+3); Disagree D; (+2) and Strongly Disagree SD; (+1) weighed responses are summed and divided by the number of items to obtain the required mean score. Similarly the forty multiple objective choice questions (MOCQ) have a ceiling mark of 100% giving any correct question 2.5 marks. The reliability coefficient of Social Studies Students' Thinking Style Questionnaire (STSQ) was 0.78 as determined by Sternberg (1997) who originally constructed the instrument. The forty multiple objective choice test (MOCQ) was adopted from the basic certificate examination originally organized by Delta State Ministry of Education for UBELS three final year students. It is an examination that marked the end of the basic nine years of education. The reliability is therefore guaranteed. SSSTSQ has a reliability coefficient of 0.78 whereas SASSBE was standardized and adopted from Delta State Ministry of Education. The instruments were validated by specialists from Faculty of Education, Delta State University, Abraka. Data collected were analyzed using correlational statistics.

Results

The results of the study are presented below:

Question 1: What is the relationship between legislative thinking style and academic achievement of upper basic education level schools' students in social studies?

Hypothesis 1: There is no significant relationship between legislative thinking style and academic achievement of upper basic education level schools' students in social studies.

Table 1: Pearson r and t-test of significance of simple linear correlation on the relationship between legislative thinking style and academic achievement of upper basic education level schools' students in social studies in Ika North East Local Government Area of Delta State.

n	R	O.C.	df	t _{cal}	t _{tab}	Decision
241	0.62	0.05	240	7.56	1.960	Reject Ho ₁

Correlation is significant at 0.05 (2-tailed)

Table 1 revealed that the relationship between legislative thinking style and academic achievement of upper basic education level schools' students in social studies has a strong coefficient (0.62). The strength of the relationship was determined to be significant when subjected to a t-test.

Research Question 2: What is the relationship between executive thinking style and academic achievement of upper basic education level schools' students in social studies?

Hypothesis 2: There is no significant relationship between executive thinking style and academic achievement of upper basic education level schools' students in social studies.

Table 2: Pearson r and t-test of significant of simple linear correlation on the relationship between executive thinking style and academic achievement of upper basic education level schools' students in social studies.

n	R	O.C.	df	t _{cal}	t _{tab}	Decision
241	0.74	0.05	240	8.23	1.960	Reject Ho ₂

Correlation is significant at 0.05 (2-tailed)

Table 2 revealed a strong relationship between executive thinking style and academic achievement of upper basic education level schools' students in social studies in Ika North East Local Government Area of Delta State. The strength of the relationship was subjected to a t-test and was found to be significant at 0.05 confidence level.

Research Question 3: What is the relationship between judicial thinking style and academic achievement of upper basic education level schools' students in social studies?

Hypothesis 3: There is no significant relationship between judicial thinking style and academic achievement of upper basic education level schools' students in social studies.

Table 3: Pearson r and t-test of significance of simple linear correlation on the relationship between judiciary thinking style and academic achievement of upper basic education level schools' students in social studies

N	R	O.C.	df	t _{cal}	t _{tab}	Decision
241	0.59	0.05	240	6.21	1.960	Reject Ho ₃

Correlation is significant at 0.05 (2-tailed)

Table 3 revealed that the relationship between judicial thinking style and academic achievement of upper basic education level schools' students in social studies was moderate and positive. This shows that the association has a linear representation. The coefficient was subjected to a t-test and it was determined to be significant at 0.05 level of confidence.

Discussion of Findings

The result of the study was that legislative thinking of style was a strong relationship with academic achievement of upper basic education level schools' students in social studies. This result means that thinking style could influence upper basic education level schools' student's performance in educational tasks related to social studies. Legislative thinking style therefore compliments other strategies that encourage quality educational outcome. The reasons for these findings are two folds: legislative thinking style is independent, innovative, investigative and progressive. It tends to inspire and encourage novelty more strategically in social science subjects where outcomes/results justify processes. The subject matter used in testing participants achievement based on their varied thinking style was social studies which is a combination of concrete/abstract oriented. The finding of the present study is in agreement with Okwara-Kalu (2014) and Mezieobi (2021) study. The finding was also supported by Nwosu (2017) and Agulanna and Onukogu (2012). In contrast, proponents of intelligence as the only yardstick to measure educational outcome such as Njoku (2014) had an opposing result.

Also, the finding of the study was that executive thinking style had a moderate relationship with academic achievement of upper basic education level schools' students in social studies. The result of the study suggests that upper basic education level schools' students with executive thinking style have moderate performance in academic tasks (achievement test) related to social studies. The reason for this result is that upper basic education level schools' students who are executive inclined in thinking tend to give approval to discoveries after thorough examination and evaluation. This deductive style in learning

tilts more toward concepts rather than abstract subjects. The subject with which participants achievement were tested was abstracted oriented (social studies). This might have contributed to their moderate performance. The result of the present research was supported by Orluwene and Amadi (2012). Similar support was received from Kane (2015) study that assigned moderate performance in educational tasks to upper basic education level schools' students who are reflective when studying.

The result of the study was that judicial thinking style has a moderate relationship with upper basic education level schools' students' academic achievement in social studies. This result means that judicial thinking moderately influences performance in Educational tasks related to social studies. The reason for this result was that upper basic education level schools' students inclined to judicial thinking interpret existing rules, principles and concepts in learning. They are not innovative rather procedural. Their inclination operates on what is already existing rather than abstract variables such as social studies. The present study was supported by the findings of Njoku (2014) whose study on sex difference in social studies achievement of junior secondary school students in Imo State revealed that abstract inclination of social studies favoured innovative thinkers. A contrasting view was obtained by Ekwuru (2015) whose result asserts that resilience rather than disposition of junior secondary schools' students impacted in academic achievement.

Conclusion

Thinking styles of students strategically impacts on their academic achievement in the various subjects. The result of the study has obvious educational implication for upper basic education level schools' students in particular and secondary schools' students in general. Thinking styles from the findings of the present research champion upper basic education level schools' students' academic compass. It also decides which subject a student is likely to adopt while legislative thinking style favoured social science oriented students, executive and judicial depend on tangible variables and existing principles. Judicial thinkers therefore will make good lawyers while executive thinkers will become good politicians. Further studies on thinking styles should be directed toward career selection to enable round pigs fit in round holes. The findings of this study would encourage proper career selection among upper basic education level schools students when it is time for them to choose subjects in senior secondary school for future admission into the university.

Recommendations

From the findings of the present research, the following recommendations are apt:

1. Social studies teachers should endeavour to dictate upper basic education level schools' students' thinking styles through their performances in social studies and other subjects.
2. Social studies teachers should advise parents to motivate and encourage their wards into selecting careers that align with their dispositions. Parents can achieve this through incentives to their children, registering their children in extra mural classes, teaching their children at home by themselves, monitoring their children's activities in school and at home and so on.
3. The schools should encourage students to be unique in various ways as to distinguish themselves in the wider society.
4. The government should encourage the schools, schools' leadership and teachers to be committed to discovering students through their thinking styles.

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CORRELATION OF BUSINESS EDUCATION STUDENTS' ENTRY GRADES IN MATHEMATICS AND ACADEMIC ACHIEVEMENT IN FINANCIAL ACCOUNTING IN COLLEGES OF EDUCATION IN ONDO STATE

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Abstract

The study examined the correlation between business education students' entry grades in Mathematics and their academic achievement in Financial Accounting in Colleges of Education in Ondo State. Three research questions guided the study, and two hypotheses were tested at 0.05 level of significance. Ex-post facto research design and correlation study were employed for the study. The population of the study comprised of 727 NCE Part II students in three Colleges of Education in Ondo State. The sample size of the study was 685 students. Academic record and checklist were used for data collection. Data collected were analysed using frequency count, simple percentages and mean to answer the research questions while Pearson Product Moment Correlation Co-efficient was used to test hypothesis 1 and regression analysis was used to test hypothesis 2. Result obtained showed that in the 2012/2013, 2014/2015 and 2015/2016 academic sessions over 98% of the students passed with credit as the minimum grade and that in the 2012/2013 academic session, the mean score of students in harmattan semester was 49.92 ± 12.02 while that of rain semester was 51.95 ± 11.74 ; in the 2014/2015 academic session, the mean score of students in harmattan semester was 50.95 ± 15.06 while that of rain semester was 48.07 ± 13.63 ; and in the 2015/2016 academic session, the mean score of students in harmattan semester was 49.01 ± 10.62 while that of rain semester was 48.31 ± 11.25 . Findings revealed that there was no significant relationship between business education students' Ordinary level scores in Mathematics and their academic achievement in Financial Accounting and that entry grade predicted students' academic achievement in Financial Accounting. It was therefore recommended among others that secondary school principals should conduct orientation programmes to enlighten students on the need to develop interest in Mathematics so as to improve their future academic achievement in Financial Accounting and Business Education Courses in general.

Introduction

Business Education is an integral part of vocational education. It is a conglomerate of courses that is concerned with the acquisition, development and inculcation of the proper values for the survival of the individual and the society (Oladunjoye, 2016). In Nigeria, Business education is taught at different levels of education with different nomenclature. At junior secondary level, the programme is taught as business studies with book-keeping, commerce, typewriting, shorthand and office practice, as component parts. In the senior secondary level, business education is taught as Financial Accounting, Commerce, Marketing, Office practice, Economics, and entrepreneurship (practicals). At the tertiary level, the programme is operated by colleges of education, polytechnics and universities as a three-year, two-year or four-year course, depending on the nature of the programme enrolled for (Ezeani & Ogundola, 2016). Due to the robust nature of the programme, the National Commission for Colleges of Education (2020) divided the business education programme into four specialized options of Accounting Education, Entrepreneurship Education, Marketing Education and Office Technology and Management Education (formerly known as secretarial option).

Financial Accounting is a part of Business Education programme. It is a concept in which financial information of a business is communicated to the interested parties so that they could understand the financial strength of the organization. Miller (2012) defined Financial Accounting as the art of recording, classifying and summarizing in a significant manner and in terms of money transactions and events which are in part at least, of financial character and interpreting the results thereof. Financial Accounting is one of the vocational subjects and an aspect of Business Studies offered in Secondary Schools. The subject was introduced because of the need to keep proper record of a business both in the private and public sectors with the aim of ascertaining profit made and ensuring proper accountability by the managements controlling the business. The subject was included in Secondary Schools' curriculum by the National Policy on Education for the student to have basic knowledge of accounting which will equip students for day-to-day menial financial transactions and other societal needs.

It also helps to classify and record monetary transactions and present the financial result of the activities of an entity to show business performance. The skills Financial Accounting provides cannot be over emphasized; as they provide financial information for internal users, finance analysts, employees and for those that are interested in stock and profit sharing ventures. Business owners through Financial Accounting can share information about the business strength and weakness with their employees. Financial Accounting deals directly with business skills, business knowledge and facts which are necessary to understand economic and social institutions. It provides information needed by a company to maintain profitability. It is a part of information system within an organization which explains double – entry bookkeeping and how data are identified, recorded and presented as information in the way required by the users of financial information.

Grades acquired in prerequisite subjects at secondary schools are some of the basic requirements for obtaining admission into tertiary institutions in Nigeria. It is expected that the grades obtained in prerequisite subjects at secondary school level can promote academic progress with regards to a more in-depth understanding and performance of students into their area of specialization. This assumption made all the programmes of studies in tertiary institutions in Nigeria to emphasize at least credits grades in some relevant subjects. Based on this, most business educators maintained that any student opting for business education in tertiary institutions should have at least credit in Mathematics and Principles of Accounting. It is believed that the knowledge and skills acquired at secondary school in these subjects will help to develop in students' critical thinking, problem solving, team work, time-management and writing skills. A search into importance of prerequisite subjects on students shows that it is very crucial for students' success at tertiary institutions. Scholars such as Alan and Stephen cited in Ibrahim and Usman (2015) reported that prerequisite knowledge in the areas of Mathematics, Economics, and Accounting are of great importance to the finance students. This opinion was also shared by Adamu and Sani (2012) who reported that basic skills and knowledge gained at secondary school helps to develop in students the understanding, critical thinking, and technical skills to meet the educational challenges at higher education. Hence, students' prior performances in prerequisite subjects at secondary school tend to lead to success of students in tertiary institutions.

Mathematics is recognized as one of the science subjects which is used in everyday life. It is designed to enable students to develop problem-solving abilities and apply knowledge gained in their daily living. Right from early childhood, students are introduced to Mathematical concepts, methods and language through variety of mathematical tools like counters, toys and research based teaching strategies. They are guided to see the connections and differences of ideas within Mathematics and other subjects. Effective use of Mathematical language may enable a child to be accurate in other subjects. Mathematics differs from Accounting as a pattern of science and seeks out patterns whether found in numbers, space, science, computers, imaginary and abstract while Accounting deals with recording and reporting of financial transactions, including the origination of transactions, its recognition, processing and summary in the financial statement. Students' background characteristics in terms of entry grades in their major areas of studies are fundamental to their success in higher education.

Ordinarily, good entry grades in Mathematics at the secondary school stage may predict good performance in Financial Accounting. Abdullahi and Abdulkadri (2016) observed that students with good result in Mathematics have the potentials of performing better in advanced Financial Accounting in Colleges of education. Students require a range of generic skills, reasoning and problem solving skills in

Mathematics together with the ability to apply these skills which are also applicable to Financial Accounting; students should be able to apply Mathematics skills and knowledge gained to solve questions in Financial Accounting.

Financial Accounting is a very important term to the modern society. The tremendous growth of the business world which increased the complexities of accounting and financial reporting requires skillful personnel to teach the subject or handle the financial records. As a result, students' performance at tertiary institutions is considered as the basis to determine competent personnel to teach or manage the financial records. Business education programme in Colleges of Education teaches Accounting as a course from part I to III, namely, Principles of Booking and Accounting in NCE Year I, Financial Accounting in NCE Year II and Advance Financial Accounting in NCE Year III. Students must have at least 45% before he or she could pass the course (NCCE, 2020). The cumulative results of students in these courses reflects the learners' ability in financial accounting, hence, grades in the courses will be used as yardstick to measure students' academic performance in financial accounting.

The discipline of Accounting and Mathematics are concerned with accurate numerical measurement of precisely defined operational skills. Jubril (2011) discovered that accounting and mathematics have resemblance within the educational settings. Approach in mathematics and accounting could serve as the foundation for student's success in accounting. Despite the importance attached to mathematics on students opting for business education, the general complain of students with myopic knowledge of the importance of prerequisite entry skills is that emphasizing on it is a strategy for admission denial and have no impact on students' academic achievement.

Aciro, Onen, Malinga, Ezati, and Openjuru (2021) revealed the existence of positive, negative, and mixed correlations respectively between the entry grades and the academic performance of university students and stated that there was yet no consensus over whether pre-university academic performances of students predict their performances at university level; thus, indicating the need for further research. Similarly, Aidoo-Buameh and Ayagre (2013) discovered that both positive and negative relationships exist between pre-university and university academic performance. Their study revealed that there was a significant relationship between core mathematics and accounting at pre-university level and performance of undergraduate accounting students' performance. Adeyemi (2013) compared the performance of final year Bachelor of Education Degrees students who entered the university from three different examination bodies in Nigeria which are West Africa Examination Council (WAEC), the National Examinations Council (NECO) and the National Business and Technical Examinations Board (NABTEB). The result indicated that students' performances in SSCE strongly determine their academic success in tertiary institution.

A study conducted by Wambugu and Emeke (2017) on relationship between entry qualification and academic performance in undergraduate science courses revealed that there was a significant positive correlation between entry qualification (Secondary School Certificate) and academic performance though it is not the only variable that can predict performance. Another study by Hussaini, Bawa and Sani (2022) established that there was no significant relationship between entry qualification and academic performance among NCE Business Education (Double major) students for 2015/2016 academic year in Shehu Shagari College of Education, Sokoto.

In a nutshell, Mathematics skills and knowledge may be good factors in the success of Business Education students. Shaban (2015) concluded that there is a significant positive relationship between mathematics' subjects (Business Mathematics, Business Statistics, Quantitative Methods in Management, and Principles of Accounting) and the accumulative average of the accounting students. It seems that the knowledge of Mathematics may influence on students academic achievement in business education. This may be one of the reasons why National Commission for Colleges of Education (NCCE) emphasizes at least credit pass in Mathematics for students opting for Business Education. As a matter of fact, almost all Vocational and Technical Education based courses required a credit pass in Mathematics as the minimum entry grade.

One of the variables that may possibly influence students' academic achievement is gender. Gender refers to all the characteristics of male and female which describe behaviours and attributes expected of individuals on the basis of being a male or female in a given society. Personal orientation and thinking style of male and female students may play a crucial role in their academic achievement in school.

The findings of Yousef (2011) with respect to the effects of gender on the achievement of business students showed that there was a difference between the achievement of the male and those of the female students while Nwalado and Oru (2016) found that there was no significant difference in the mean achievement scores of male and female students in achievement test.

The studies have shown contradictions and lack of clear trend on relationship between entry qualification and students' academic achievement and influence of gender on students' academic achievement. Most of these studies were carried out without emphasis on entry level grades and gender. Hence, the need for this study.

Statement of the Problem

Mathematics is a foundation to all subjects that have elements of calculation; it is also a pre-requisite for admitting students into business education programme in Colleges of Education in Nigeria. Business education programme includes options in entrepreneurship education, marketing education, office technology and management education (OTM) and accounting education. Accounting has close relationship with Mathematics in almost all aspects, for example, dual aspect concept which is a basic concept of accounting is expressed as a mathematical equation, known as accounting equation. Accounting computations such as computation of depreciation, determination of loan installment system require Mathematics knowledge to compute them.

Despite this entry requirement, students' academic achievement in accounting at the colleges of education seem to be discouraging, for example a research conducted by Shaban (2015) found out that almost two-third of the graduated student of the accounting option fall around average grades. Similarly, the researchers observed that the failure rate in Colleges of Education in Ondo State in 2012/2013, 2014/2015 and 2015/2016 academic session was 40.7%, 37.4% and 55% respectively. The observed failure could be because of several individual and non-individual factors. To address this, authors and stakeholders in the educational industry have made frantic concerted and solo efforts which includes identifying student factors, school factors and home factors in students' academic achievement in accounting education. However, from the authors observation and contact with students in tertiary institution, there seems to be no significant improvement in students' academic achievement. Entry level grades of certain subjects such as Mathematics, English language, Economics, Commerce, Financial Accounting and Government are prerequisite to studying Business Education and related courses. As a way of contributing to the present efforts geared at improving students' academic achievement and enhancing sustainable education development, this study intends to establish the relationship between entry level grades (in secondary school certificate examination) in Mathematics and students' academic achievement in Financial Accounting in Colleges of Education in Ondo State.

Purpose of the Study

The study examined the correlation of business education students' entry grades in Mathematics and their academic achievement in Financial Accounting in Colleges of Education in Ondo State. Specifically, the study determined:

1. the entry grades in Mathematics at Ordinary Level of students admitted into Nigeria Certificate of Education programme, Nigeria. Business education in Colleges of Education Ondo State in 2012/2013, 2014/2015 and 2015/2016 academic sessions.
2. the scores of the students in Financial Accounting for 2012/2013, 2014/2015 and 2015/2016 academic sessions.
3. the relationship between Ordinary level grade in Mathematics and students' academic achievement in Financial Accounting.

Research Questions

The following research questions were raised to guide the study:

1. What are the entry grades in Mathematics at Ordinary Level of students admitted into NCE Business Education 2012/2013, 2014/2015 and 2015/2016?
2. What are the academic achievements in Nigerian Certificate of Education, Business Education students admitted in 2012/2013, 2014/2015 and 2015/2016 in Financial Accounting.?

3. What is the relationship between students' ordinary level scores in Mathematics and their academic achievements in Financial Accounting?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance

1. There is no significant relationship between student's Ordinary level scores in Mathematics and students' academic achievements in Financial Accounting.
2. Male and Female NCE Business Education students' scores in Ordinary Level Mathematics do not significantly predict their academic achievements in Financial Accounting.

Method

Ex-post facto research design and correlation study were employed for the study. The population of the study comprised of 727 NCE Part II business education students in three Colleges of Education in Ondo State: Adeyemi College of Education, Ondo, All States College of Education, Ero and Bethel College of Education, Akure. The sample size of the study was 685 business education students in the three colleges. Total enumeration was used to select all NCE Part II business education students who offered financial accounting in the three Colleges. The instrument used for data collection was students' academic records in ordinary level mathematics and corresponding academic records in Financial Accounting. The Ordinary Level results of NCE II students in 2012/2013, 2014/2015 and 2015/2016 academic sessions were correlated with their scores in Financial Accounting. The data collected were students' WAEC, NECO and GCE examinations results in Mathematics which are standardized test that has passed through several levels of scrutiny and the validity had been established by experts. The researchers ensured that data collected were valid, credible, reliable and that subjects were correctly identified. Data collected were analysed using frequency count, simple percentages and mean to answer the research questions while Pearson Product Moment Correlation Co-efficient was used to test hypothesis 1 and regression analysis was used to test hypothesis 2 at 0.05 level of significance, where p-value is less than or equal to 0.05, then null hypotheses was rejected, otherwise, it was retained.

Results

Research Question One

What are the entry grades in Mathematics at Ordinary Level of students admitted into NCE Business Education 2012/2013, 2014/2015 and 2015/2016?

Table 1: Entry grades in Mathematics at Ordinary Level of students admitted into NCE Business Education 2012/2013, 2014/2015 and 2015/2016

Entry Grades in Mathematics		Session			Total
		2012/2013	2014/2015	2015/2016	
Grade	A ₁ (75 and above)	3(2.0)	0(0.0)	0(0.0)	3(0.4)
	B ₂ (70-74)	1(0.7)	6(1.4)	2(1.7)	9(1.3)
	B ₃ (65-69)	23(15.3)	9(2.2)	20(16.7)	52(7.6)
	C ₄ (60-64)	15(10.0)	46(11.1)	7(5.8)	68(9.9)
	C ₅ (55-59)	26(17.3)	149(35.9)	9(7.5)	184(26.9)
	C ₆ (50-54)	80(53.3)	204(49.2)	82(68.3)	366(53.4)
	D ₇ (45-49)	1(0.7)	1(0.2)	0(0.0)	2(0.3)
	E ₈ (40-44)	1(0.7)	0(0.0)	0(0.0)	1(0.2)
Total		150(100.0)	415(100.0)	120(100.0)	685(100.0)

Source: Researchers' Computation (2023)

Table 1 presents the summary of NCE Business Education students' grade in ordinary level Mathematics. The table revealed that in the 2012/2013, 2014/2015 and 2015/2016 over 98% of the students passed with credit as the minimum grade. However, the table revealed that in 2012/2013 session only 2% of the students had an A, 16% had a B while 80.6% had a C. In 2014/2015 session, 3.6% of the students had a B, 96.2% of the students had a C. Similarly, in 2015/2016 session, 18.4% of the students had a B and 81.6% of the students had a C.

Research Question Two

What are the academic achievements in Nigerian Certificate of Education, Business Education students admitted in 2012/2013, 2014/2015 and 2015/2016 in Financial Accounting?

Table 2: Academic achievements in Nigerian Certificate of Education, Business Education students admitted in 2012/2013, 2014/2015 and 2015/2016 in Financial Accounting

Session	Harmattan	Rain
2012/2013	49.92±12.02	51.95±11.74
2014/2015	50.95±15.06	48.07±13.63
2015/2016	49.01±10.62	48.31±11.25
Total	50.38±13.74	48.96±12.92

Source: Researchers' Computation (2023)

Table 2 revealed that in the 2012/2013 academic session, the mean score of students in harmattan semester was 49.92±12.02 while that of rain semester was 51.95±11.74. In the 2014/2015 academic session, the mean score of students in harmattan semester was 50.95±15.06 while that of rain semester was 48.07±13.63. In the 2015/2016 academic session, the mean score of students in harmattan semester was 49.01±10.62 while that of rain semester was 48.31±11.25.

Research Question Three

What is the relationship between student ordinary level scores in Mathematics and their academic achievements in Financial Accounting?

Table 3: Academic Achievement of Students in Financial Accounting by Ordinary Level Scores in Mathematics

		Average Score in Financial Accounting						Total
		A	B	C	D	E	F	
Grade	A ₁ (75 and above)	00 (0.0)	01 (0.9)	01 (0.4)	00 (0.0)	00 (0.0)	01 (1.0)	03 (0.4)
	B ₂ (70-74)	00 (0.0)	00 (0.0)	03 (1.3)	03 (2.5)	01 (1.0)	0 (2.0)	09 (1.3)
	B ₃ (65-69)	02 (7.7)	12 (10.8)	10 (4.5)	7 (5.8)	12 (11.9)	09 (8.8)	52 (7.6)
	C ₄ (60-64)	04 (15.4)	17 (15.3)	14 (6.3)	11 (9.1)	13 (12.9)	09 (8.8)	68 (9.9)
	C ₅ (55-59)	09 (34.6)	25 (22.5)	55 (24.6)	33 (27.3)	26 (25.7)	36 (35.3)	184 (26.9)
	C ₆ (50-54)	11 (42.3)	55 (49.6)	140 (62.5)	66 (54.5)	49 (48.5)	45 (44.1)	366 (53.4)
	D ₇ (45-49)	00 (0.0)	01 (0.9)	01 (0.4)	00 (0.0)	00 (0.0)	00 (0.0)	02 (0.3)
	E ₈ (40-44)	00 (0.0)	00 (0.0)	00 (0.0)	01 (0.8)	00 (0.0)	00 (0.0)	01 (0.2)
Total		26 (100.0)	111 (100.0)	224 (100.0)	121 (100.0)	101 (100.0)	102 (100.0)	685 (100.0)

Source: Researchers' Computation (2023)

Table 3 revealed that 42.3% of the students that performed excellently in Financial Accounting had C₆ in ordinary level mathematics. Only 7.7% had a B in ordinary level Mathematics and still managed to perform excellently in Financial Accounting. Similarly, 49.6% of the respondents that score a B in Financial Accounting had last credit in ordinary level Mathematics. Also, for all other grades (C, D, E and F) in Financial Accounting, students had last credit in ordinary level Mathematics.

Hypothesis One

There is no significant relationship between student's Ordinary level scores in Mathematics and students' academic achievement in Financial Accounting.

Table 4: Correlation matrix showing the relationship between students' Ordinary level scores in Mathematics and students' academic achievement in Financial Accounting

		Entry Grade	Academic Achievement
Entry Grade	R	1	
	p-value		
Academic Achievement	R	-.074	1
	p-value	.052	

Source: Researchers' Computation (2023)

Table 4 presents the relationship between students' ordinary level scores in Mathematics and students' academic achievement in Financial accounting. The table revealed that the relationship between entry grade in ordinary level scores in Mathematics and students' academic achievement in Financial Accounting is negative and insignificant. Hence, the null hypothesis which states that there is no significant relationship between student's Ordinary level scores in Mathematics and students' academic achievement in Financial Accounting is accepted.

Hypothesis Two:

Male and Female NCE Business Education students' scores in Ordinary Level Mathematics do not significantly predict their academic achievements in Financial Accounting.

Table 5: Summary of regression analysis showing independent variables predicting students' academic achievement

Model		Unstandardized Coefficients		Standardized Coefficients	T	p-value
		B	Std. Error	β		
1	(Constant)	57.774	4.56		12.66	
	Entry Grade	-.15	.08	-.074	-1.95	.05
	Gender	.27	.86	.012	.32	.75

a. Dependent Variable: Academic Achievement in Financial Accounting

Source: Researchers' Computation (2023)

Table 5 presents the independent variables predicting students' academic achievement in Financial Accounting. The table revealed that entry grade ($t = -1.95$, $p = 0.05$) predicted students' academic achievement in Financial Accounting.

The prediction equation is given by $y = 57.774 - 0.15x_1$

where:

y = students' academic achievement (dependent variable)

x_1 = entry grade

In essence, male and female NCE Business Education students' scores in Ordinary Level Mathematics did not significantly predict their academic achievements in Financial Accounting.

Discussion of Findings

Findings of the study showed that almost all students passed ordinary level Mathematics at credit level in all the sessions examined. This is so because, a credit pass in Mathematics is one of the entry requirements for studying Business Education in Colleges of Education in Nigeria. This finding revealed that there is strict adherence to entry qualifications as stated by NCCE (2020) that a minimum of five (5) credits in not more than two sittings including Mathematics and English should be used for admission into Business Education programme. The findings corroborate Aciro, Onen, Malinga, Ezati, and Openjuru (2021) who stated that globally, entry to higher education institutions is predominantly based on prior attainment of good grades. As a result, candidates admitted to higher institutions must have attained certain minimum requirements for specific academic programmes but should have also favourably ranked among

the applicants since everyone is admitted based on his/her grades (Wambugu & Emeke, 2013; Aidoo-Buameh & Ayagre, 2013). Further findings revealed that in all the academic sessions examined in the study, students' academic achievement in Financial Accounting was about average. The findings are in line with Shaban (2015) who found out that almost two-third of the graduated student of the accounting option fall around average grades.

The results of the study revealed that there is no significant relationship between student's Ordinary level scores in Mathematics and students' academic achievement in Financial Accounting. The findings agree with Hussaini, Bawa and Sani (2022) who found out that there was no significant relationship between entry qualification and academic performance among NCE Business Education students. However, the findings disagree with Abdullahi and Abdulkadri (2016) who observed that students with good result in Mathematics have the potentials of performing better in advanced Financial Accounting in Colleges of education. Similarly, the findings disagree with Jubril (2011) who found significant relationship between entry grades in Mathematics and ability of solving problems in Financial Accounting within a stipulated time. Findings from this study also contravene the assertion made by Shaban (2015) that there is significant positive relationship between mathematics subjects and the cumulative average of the accounting students.

Although, it was observed that, there was no significant relationship between ordinary level result in Mathematics and academic achievement in Financial Accounting, the study found that entry grade was a good predictor of students' academic achievement in Financial Accounting. The finding is in line with Adamu and Sani (2012) who found out that secondary school grades in Accounting and Mathematics have influence on performance of students who plan to make a career out of Accounting.

Conclusion

Consequent upon the findings of the study, it was concluded that there is no significant relationship between business education student's Ordinary level grades in Mathematics and their academic achievement in Financial Accounting. Entry grades (including credit pass in Mathematics) serve as fundamental predictor of students' achievement in all courses vis-à-vis Financial Accounting. This is because entry grade was observed to predict students' academic achievement.

Recommendations

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

1. Secondary school Principals should conduct orientation programmes to enlighten students on the need to develop interest in Mathematics so as to improve their future academic performance in Financial Accounting and Business Education courses;
2. the government and examination bodies (WAEC, NECO, NABTEB and JAMB) should help to ensure that the process of conducting entry qualification examinations into tertiary institutions should be credible and excellent;
3. there is a need for teachers to employ simplified methods of teaching that will enhance students' comprehension of core subjects like Mathematics. A highly motivated student by his instructors will develop interest and perform optimally;
4. the Colleges of Education should make more allowance to train and retrain business educators through seminars, workshops, short refresher courses and other professional development opportunities to sharpen their academic and professional competence. This will in turn lead to improvement in the academic achievement of students.

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SKILL ACQUISITION THROUGH BUSINESS EDUCATION PROGRAMME: A TOOL FOR SELF-EMPLOYMENT AMONGST GRADUATES IN DELTA STATE

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Abstract

This study investigated skill acquisition through Business Education as a tool for self-employment. Three purposes, three research questions and three null hypotheses guided the study. Descriptive survey design was adopted in the study. The population of the study consist of 77 Business Education lecturers. The entire population was used for the study. The instrument for the study was a structured questionnaire, mean and standard deviation was used to analyze the research questions while z-test was used to test the hypotheses at 0.05 level of significance. The findings in the study showed that Distributive trade Management Skill OMT skill and Accounting skill in Business Education Programme enables Business Education graduates to create employment for themselves. The researchers recommended that Business Education graduates should utilize these skills for employment creation.

Key words: Skill, Skill Acquisition, Business Education Programme

Introduction

The narrative in Nigerian educational system has changed from that of mere paper qualification to that of skill acquisition and certification as well due to the need for youths and graduates to be self-reliant upon graduation than wait for white collar jobs which are not readily available. The prevailing economic situation in the nation has necessitated the need for skill acquisition amongst graduates as a way of generating employment, creating employment and being self-reliant as well.

Business Education as a vocational programme plays significant role in equipping its recipients with relevant skills to become economically efficient and effective through job creation. "It is a programme that equips its trainees with Accounting, Management, Marketing, Purchasing and Supply, banking, finance, book-keeping, office technology and entrepreneurial skills which gives its trainees an upper hand in terms of employment creation and self-reliance upon graduation (Sulayman, 2014).

Business Education Programme prepares youth and adults for actual practice in the world of business. It is a programme that prepares its beneficiaries for gainful employment and sustainable livelihood, it is generally seen as education for and about business. It is also an aspect of vocational education which provides instruction and preparations for office occupations, it provides knowledge and understanding of the economy, financial, marketing, accounting, business management system and other branches of human endeavours (Ugwoogo, 2013). The primary aim of Business Education programme is the preparation of individuals for roles in enterprises and such roles could be as employees, employers of labour, managers of small scale businesses and entrepreneurs (Utoware, 2018).

Business Education is a type of education that helps someone to learn facts, acquire employment creation skills, solve problems and be able to have Business-like attitudes useful for success and business situation (Anna, 2019). One of the basic objectives of Business Education is to empower recipients with desirable skills, knowledge and values to perform specific functions so as to be self-reliant (Ndinechi&Ementa, 2013).

A skill is a practical knowledge gotten within a specific period, for a specific purpose and geared at solving specific problems in the lives of trainees / recipients with a view to making them knowledgeable

in such area, thus becoming self-reliant, employees and job creators. Skill is a person's attitude and work attitudes learnt overtime as a result of training (Udo, 2016). It is one's ability to do things in a given field of endeavour exceptionally with less or no supervision due to knowledge gained overtime either on the job or off-the-job through trainings, teachings and mentorship (Udo, 2016). A person is said to have learnt or acquired a skill when the person can maximally deliver based on the information imparted to him/her during training / coaching process in a particular programme of study.

Skill Acquisition is a process of learning how to possess expertise knowledge about an occupation. It is a systematic and sequential development of skills that promotes efficiency and effectiveness in the performance of specified jobs / works in an organization/institution/establishment (Omijidi&Ogwu, 2019). Some of the skills acquired in Business Education Programme are communication skills, reading skills and manipulative skills. Skill acquisition is student – oriented in that it is expected of students (trainees) to be actively involved in the teaching and learning section, so as to achieve the goal of the section which is to inculcate the skills in the students or learners or trainees.

Skill Acquisition is a systematic, organized, orderly and well arranged process of inculcating vocational, entrepreneurial and self-reliance abilities in individuals through a scheduled, programmed and well streamlined process of instruction which could either be verbal, practical or on the job experience with the aim of enabling the recipients practice what has been learnt in their work places and in their areas of specialization, depending on the choice of each recipient and what the recipient intends to achieve with the chosen skill.

Business Education as a programme is embedded with a lot of skills that enables its recipients to be job creators than depend on white collar job for survival upon graduation through the skills acquired in the course of their training in the programme. However, there is need to also look at the objectives of Business Education Programme according to the National Commission for Colleges of Education (2018), the objectives of Business Education Programme are to equip graduates with the right skills that will enable them to engage in life works in the office as well as become self-employed. The objective of Business Education is to enable recipients to acquire skills and knowledge for office work, employment creation / Business development, develop basic skills for personal use in the future and develop basic skills for office occupation with which to start a life of work for those who may not undergo further training (Ibe & Nwosu, 2014).

Skills in Business Education Programme are also called vocational skills. Vocational skills in this context are the empirical skills that individuals acquire in a specific area of interest (Omidiji & Ogwu, 2019).

Onifade in Owojiri (2008) observed that the three options in Business Education Programme includes; accounting education, office technology and management education and distributive trade management education with opportunities (skills) which can be acquired through effective and practical oriented programme implementation: An accounting education graduate do the following for employment creation based on the skills acquired through Business Education Programme; Establish an audit consultancy services for private and government establishments, establishing accounting schools and educational centre for professional students, establish accounting firms, write and publish books in accounting, write and publish book in auditing, organize accounting workshops and seminars for organizations.

Graduates of Business Education can also create employment through their knowledge of distributive education in the following ways; buying and selling of products whether agricultural, technical, business or arts sales promotion for organizations, promotion and advertisement of services and products radio, television and cinema houses while the knowledge of office management and technology equips Business Education graduate with secretarial skills that can enable them to do the following; establish business centres with computers for (production of documents, accessing of electronic mail (e-mail), browsing, using fax machines for sending out documents, telephone services, photocopying and binding of documents, and cyber café services). They can also organize workshops and seminars for secretarial workers / staff in organizations, write and publish books in secretarial studies and office management, provide consultancy services for organizations in recruiting activities and work as secretaries, stenographers in various organizations (Onifade in Owojiri, 2008).

In the view of the submissions of Ibidapo, Fagbemi and Aina (2013) and Osuntuyi, Olowe and Olayemi (2013) there are opportunities that are available in Business Education apart from teaching employment. These opportunities are; establishment of vocational / training centres, stenographic secretarial services in public and private offices, employment as purchasing and supplies officers, establishment of retail/wholesale businesses and establishment of office centres.

Okolie and Ogbakirigwe (2014) explained that there are assorted forms of skills that students / graduates are expected to acquiring through technical and vocational education and training of which Business Education is part. These skills includes innovative skill, practical skills, self-motivation skill, financial skills, marketing skill, time management skill and professional skill. The acquisition of these skills enables Business Education graduates to establish business Outfits, fund it, work through its difficult and growing stages, and nurture it to maturity so as to become successful self-employed graduates.

Unemployment has eaten deep into the fabric of Nigeria where graduates of different fields of endeavour stay unemployed for a long time, after spending quality number of years in tertiary institutions (Colleges of Education, Universities and Polytechnics).

This could be traced to the one-sided nature of their trainings where the trainees (students) were not equipped with necessary skills that will enable them to be create employment for themselves and create employment for others than depend on the government to provide white collars jobs which most times is not easy to come by. This has made many graduates to be jobless and has increased the unemployment rate in the country. Lack of job creation skills can result to mental health challenge, constant quarrels at home, crime and violence, suicide cases, drug abuse, stigma, low standard of living, frustration, armed robbery, internet fraud, oil bunkering, touting, hired assassins and poverty (Job interview site, 2018). It is on this premise that this study seek to ascertain how skill acquisition in Business Education Programme can be a tool for employment creation amongst graduates in Rivers State.

Purpose of the Study

The main purposes of the study was to determine skill acquisition in Business Education as a tool for Self-Employment amongst graduates in Delta State. Specifically, the study sought to:

1. Ascertain how Distributive Trade Management Skill in Business Education Programme can be a tool for Self-Employment amongst graduates in Delta State.
2. Ascertain how Office Management and Technology Skill in Business Education can be a tool for Self-Employment amongst graduates in Delta State.
3. Ascertain the extent to which Accounting Skill in Business Education Programme can be a tool for Self-Employment amongst graduates in Delta State.

Research Questions

The following research questions guided the study;

1. To what extent can Distributive Trade Management skill in Business Education Programme serve as a tool for Self-Employment amongst graduates in Delta State?
2. To what extent can office Management and Technology skill in Business Education Programme serve as a tool for Employment Creation in Rivers State Self-Employment amongst graduates in
4. To what extent can Accounting Skill in Business Education Programme serve as a tool for Self-Employment amongst graduates in Delta State?

Hypotheses

The following null hypotheses were formulated in the study;

1. There is no significant difference in the mean ratings of respondents on the extent to which Distributive trade Management skill serves as a tool for Self-Employment amongst graduates in Delta State.
2. There is no significant difference in the mean ratings of respondents on the extent Office Management and technology skill serves as a tool for Self-Employment amongst graduates in Delta State.

3. There is no significant difference in the mean ratings of respondents on the extent accounting skills serve as a tool for Self-Employment amongst graduates in Delta State.

Methodology

The research design adopted in the study was a survey research design. The population of the study consists of 77 Business Educators. The instrument used in the study was a questionnaire. The instrument was developed based on Likert four point scale of High Extent (HE), Moderate Extent (ME), Low Extent (LE) and Very Low Extent. Mean and Standard Deviation were used to analyze the responses of the respondents while z-test was used to test the hypotheses formulated in the study at 0.05 level of significance. All the population was used in the study, hence, there was no sampling.

Result

Research Question 1: To what Extent can Distribution Trade Management Skill in Business Education Programme serve as a tool for Self-Employment amongst graduates in Delta State?

Table 1: Data on the Extent Distributive Trade Management skill can serve as a tool for Self-Employment amongst graduates in Delta State.

S/N	ITEM	\bar{X}	SD	REMARKS	\bar{X}	SD	REMARKS
1	Knowledge of Distributive Education can enable Business Education graduates to be engaged buying and selling of products.	3.72	0.74	High Extent	3.65	0.73	High Extent
2	Knowledge of Distributive Education can enable Business Education graduates to be engaged in transport / logistic	3.31	0.66	Moderate Extent	2.82	0.56	Moderate Extent
3	Business as managers	3.56	0.71	High Extent	2.82	0.59	Moderate Extent
4	Knowledge of Distributive Education can enables Business Education graduates to be involved in sales promotion of brands	3.95	0.79	High Extent	3.66	0.73	High Extent
5	Knowledge of Distributive Education can enable Business Education graduates to establish mini- advertisement firms	3.84	0.77	High Extent	3.59	0.72	High Extent
	Knowledge of Distributive Education can enable Business Education graduate to engaged in the sales of consumables	18.38	3.67		16.67	3.33	
		3.68	0.73		3.33	0.67	
	Total Mean / SD						
	Grand Mean / SD						

Source: Field survey, 2023

Findings in table 1 shows that knowledge of distributive education can help Business Education graduates to be engaged in buying and selling, sales promotion of brands, establishment of mini advertisement firms and sales of consumable items as a way of creating employment for themselves.

Research Question 2: To what extent can office Management and technology (OMT) skill in Business Education Programme serve as a tool for Self-Employment amongst graduates in Delta State?

Table 2: Data on the Extent office management and Technology skill can serve as a tool for Employment Creation in Rivers State."

S/N	ITEM	\bar{X}	SD	REMARKS	\bar{X}	SD	REMARKS
6	Knowledge of OMT skills can enable Business Education graduates to establish mini cyber café centres	3.79	0.76	High Extent	3.51	0.70	High Extent
7	Knowledge of OMT skills can enable Business Education graduates to establish secretarial consultancy firms	3.62	0.72	High Extent	3.58	0.72	High Extent
8	Knowledge of OMT skills can enable Business Education graduates to work as secretarial consultants to various organizations	3.56	0.71	High Extent	2.57	0.51	Moderate Extent
9	Knowledge of OMT skills can enable Business Education graduates to publish secretarial books for people to buy	3.59	0.72	High Extent	2.98	0.59	Moderate Extent
10	Knowledge of OMT skill can enable Business Education graduates to organize workshops/seminars for the secretaries of public and private organization	3.93	0.79	High Extent	3.85	0.77	High Extent
Total Mean / SD		18.49	3.70		16.49	3.29	
Grand Mean / SD		3.69	0.74		3.29	0.66	

Source: Field Survey, 2023

Findings in table two shows that knowledge of OMT skill in Business Education Programme enables Business Education graduates to; establish cyber cafes, establish secretarial consultancy firms, organize seminars and workshops for organizations, write and publish secretarial books for people to buy as a way of creating employment for themselves.

Research Question 3: To what Extent can Accounting skill in Business Education Programme serve as a tool for Employment Creation in Rivers State?

S/N	ITEM	\bar{X}	SD	REMARKS	\bar{X}	SD	REMARKS
11	Accounting skill in Business Education Programme enables graduates to establish accounting schools.	3.89	0.78	High Extent	3.69	0.74	High Extent
12	Accounting skill in Business Education Programme enables graduates to establish mini-accounting firms	2.93	0.59	Moderate Extent	2.57	0.51	Moderate Extent
13	Accounting skill in Business Education Programme enables graduate to write and publish accounting books	3.67	0.73	High Extent	3.58	0.72	Hight Extent
14	Accounting skill in Business Education Programme enables graduates to organize workshops and seminars for organizations.	3.58	0.72	High Extent	3.51	0.70	High Extent
15	Accounting skill in Business Education Programme enables graduates to establish mini auditing companies	3.97	0.79	High Extent	3.59	0.72	High Extent
Total Mean / SD		18.04	3.61		16.94	3.39	
Grand Mean / SD		3.61	0.72		3.39	0.68	

Source: Field Survey, 2023

Findings in table 3 shows that accounting skill in Business Education Programme enables graduates of Business Education to; establish accounting schools, establish mini-accounting firms, write and publish accounting books, organize accounting seminars and workshops for organization and establish mini-auditing firms as a way of creating employment for themselves.

Hypotheses Test

Hypotheses 1: There is no significant difference in the mean ratings of respondents on the extent Distributive Trade skill serves as a tool for Self-Employment amongst graduates in Delta State.

Table 4: Z-test analysis of difference between Business Educators on the extent Distributive Trade skill serves as a tool for Self-Employment amongst graduates in Delta State.

Group	N	X	SD	Df	Z-cal	Z-crit	Level of Sig.	Decision
Group 1	20	3.68	0.78	75	1.84	1.658	0.05	Rejected
Group 2	57	3.33	0.67					

Source: Field Survey, 2023

The analysis in table 4 showed that the Z – calculated is higher than the Z-critical ($Z_{cal} > Z_{crit}$). Hence, the hypotheses was rejected. Therefore, there is significant difference in the mean ratings of respondents on the extent distributive trade skill serves as a tool for employment creation in Rivers State.

Hypotheses 2: There is no significant difference in the mean rating of respondents on the extent office management and technology skill serves as a tool for Self-Employment amongst graduates in Delta State.

Table 5: Z-test Analysis of difference between Business Educators on the extent OMT skill serves as a tool for Self-Employment amongst graduates in Delta State.

Group	N	X	SD	Df	Z-cal	Z-crit	Level of Sig.	Decision
Group 1	20	3.69	0.74	75	2.1	1.658	0.05	Rejected
Group 2	57	3.29	0.66					

Source: Field Survey, 2023

The analysis in table 5 shows that the z-calculated is higher than the z-critical ($z_{cal} > z_{crit}$), hence the hypotheses was rejected. Therefore, there is significant difference in the mean ratings of respondents on the extent OMT skills in Business Education Programme serves as a tool for employment creation.

Hypotheses 3: There is no significant difference in the mean ratings of respondents on the extent Accounting skill serve as a tool for Self-Employment amongst graduates in Delta State.

Table 6: Z-test Analysis of difference between Business Educators on the extent Accounting skill in Business Education Programme serves as a tool for Self-Employment amongst graduates in Delta State.

.Group	N	X	SD	Df	Z-cal	Z-crit	Level of Sig.	Decision
Group 1	20	3.61	0.72	75	1.2	1.658	0.05	Accepted
Group 2	57	3.39	0.68					

Source: Field Survey, 2023

The analysis in table 6 shows that the z-calculated is less than z-critical ($z_{cal} < z_{crit}$). Hence, the hypotheses was accepted. Therefore, there is no significant difference in the mean ratings of respondents on the extent accounting skill in Business Education Programme serves as a tool for Self-Employment amongst graduates in Delta State.

Discussion of findings

Based on the result obtained, it was revealed that Distributive trade management skill in Business Education Programme serves as a tool for self-employment creation. This finding is in agreement with the view of Onifade in Owojiri (2008) that knowledge of Distributive trade management in Business Education Programme enhance job creation amongst Business Education graduates. Agreeing with the view of Onifade, Ibidapo, Fagbemi and Aina (2013) and Osuntunoyi, Olowe and Olayemi (2013) who depict that there are various skills in Business Education Programme that enhances employment creation than teaching job alone.

Based on the result obtained, it was revealed that office management and technology skill in Business Education Programme serves as a tool for employment creation. This finding is in agreement with the view of Onifade in Owojiri (2008) that OMT skills in Business Education Programme equips with the skills to create jobs for themselves. Agreement with the view of Onifade, Ibidapo, Fagbemi and Aina (2013) depict that various skills abound in Business Education Programme that enhances job creation amongst its graduates.

Based on the result obtained, it was also revealed that accounting skill in Business Education Programme serves as a tool for employment creation. This finding is in agreement with the view of Onifade in Owojiri (2008) that accounting option graduates in Business Education Programme have the skills that enables them to create employment for themselves. In agreement with the view of Onifade, Ibidapo, Fagbemi and Ania (2013) depict that different employment creation skills exist in Business Education Programme.

Conclusion

This paper conceptualized on skill acquisition in Business Education Programme as a tool for employment creation in Rivers State. It discussed distributive trade management skill, OMT skill and accounting skill. It was concluded that; a lot of skills exist in Business Education Programme that enable its graduates to create employment for themselves.

Recommendations

Based on the findings of the study and conclusion, the following recommendations were made by the researchers in order to encourage graduates of Business Education Programme to use their skills to create employment.

1. Graduates of Business Education should use their distributive trade management skill for employment creation so as to become job creators and not job seekers. This will enable them to effectively develop and improve the Gross domestic Product (GDP) of the nation.
2. Government at all level should endeavour to provide the equipment and facilities in the laboratories available in Business education so as to enable students acquire office technology and management skills before graduation. .
3. Graduates of Business Education should use their accounting skill for employment creation.

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ACADEMIC MOTIVATION AND ACADEMIC ACHIEVEMENT AMONG UNDERGRADUATE STUDENTS OF FEDERAL UNIVERSITY DUTSE, JIGAWA STATE, NIGERIA

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Abstract

This paper is titled “Academic Motivation and Academic Achievement among Undergraduate Students of Federal University Dutse, Jigawa State, Nigeria”. Two objectives in line with hypotheses guided the study. Descriptive survey design was adopted. Study population was (710) males and (518) female 300 level students of Federal University Dutse, Jigawa State, Nigeria. Simple random sampling technique was used to select a sample of 306 participants. Questionnaire was the instrument used for data collection and it had a Cronbach Alpha reliability coefficient of .821. Data collected were analysed using inferential statistic of paired and independent sample t-test. The finding of this study revealed that academic motivation has significant influence on academic achievement among undergraduate students of Federal University Dutse, Jigawa State, Nigeria ($t= 5.86, p=0.001$). The finding of this study revealed that significant gender difference exists in academic motivation ($t=4.54, p=0.010$). The difference was in favour of female students. It was recommended that university authority should help the students to be well motivated academically through support from parents, lecturers and co students as this have significant influence on academic achievement; and psychologist and counsellors should be able to distinguish the differences between male and female students in their academic motivation and manage each group of under graduate students appropriately.

Keywords: Academic achievement, academic motivation, undergraduate students.

Introduction

Motivation is an explanatory concept that is used to explain behaviour. It gives the reasons for people's actions, desires, and needs. In an academic environment, motivation directly or indirectly affects the process of learning and teaching, and is one of the important elements in the development of students' achievement and education. Motivation is the primary force responsible for the initiation, intensity, and persistence of behaviour. Motives are causes that produce certain effects or actions (including inaction). The source of a person's motivation may be intrinsic, derived from internal processes, and/or extrinsic, the result of external forces (Usher & Morris, 2012). Likewise, individuals can be impelled to act by conscious and non-conscious motives. According to Li and Zheng (2017) academic motivation can be defined as a form of cognitive and emotional arousal that influences a learner's academic achievement. It is an internal state that activates, directs and maintains learning-related behaviours. The bulk of behaviours indicating the

academic motivation involves insisting on doing difficult assignments, hardworking or effort into learning to reach mastery and choosing assignments which need great effort. Academic motivation refers to the cause of behaviours that are in some way related to academic functioning and success, such as how much effort students put forth, how effectively they regulate their work, which endeavours they choose to pursue, and how persistent they are when faced with obstacles (Usher & Morris, 2012).

On one hand, Wigfield and Eccles (2002) sees academic motivation as a student's desire (as reflected in approach, persistence, and level of interest) regarding academic subjects when the student's competence is judged against a standard of performance or excellence. Academic motivation is defined by a students' desire (as reflected in approach, persistent and level of interest) regarding academic subject when the students' competence is judge against a standard of performance or excellence (Mangal, 2013). Therefore, academic motivation is a driving force behind students' motivation to learn. It is the need and desire to excel in academic work. Academic behaviours can be seen as intrinsically motivated, extrinsically motivated or a motivated. But it usually seen that the youths of today often lack academic motivation at the secondary school level which is considered a period of storm and stress and developmental changes which makes their interest and attention divided among many things like peer group, engaging in entertaining activities like movies, social networking, altruism or other everyday activities in the school and community. They may also find academic activities in the school not engaging and interesting. Research has shown that one of the most prominent academic problems plaguing today's youth is lack of motivation towards academic activities (Gupta, 2017).

Motivation is a state in which one is excited from 'within' by needs, motivations, aspirations, desires or motives for a particular behaviour directed toward achieving a goal, which acts as an external stimulus to the behaviour (Petz, 2005). Motivation can be basically categorized into two that is intrinsic and extrinsic motivation.

Intrinsic (internal) motivation is a need arisen from internal impulses which are not caused by external influences, and the only reward inherent to intrinsic motivation is the pleasure of learning, cognition, development of knowledge and skills, encouraged by personal interests. Strengthening the intrinsic motivation leads to higher student achievement, greater creativity and flexibility of thinking and better long-term memory. Variable intrinsic motivation can be encouraged by certain social atmosphere. There are three basic psychological needs associated with intrinsic motivation: the need for autonomy, defined as the self-regulation of personal behaviour, the need for competence as a necessity the success and the control of our own environment, and the need for coherence, that is, a sense of belonging to a particular social group (Simons-Morton & Haynie, 2002). On the other hand, the negative impact on the intrinsic motivation have all expected material rewards and all forms of external control, such as deadlines, surveillance, threats, which are invasive of the personal autonomy, the primary curiosity and desire for challenge (Deci & Ryan, 2000).

Extrinsic (external) motivation is influenced by external factors, various forms of incentives, such as awards, praises, reviews, progress in work and others for example, which impact the development of motivation (Rheinberg, 2008). Motivation is widely acknowledged to enhance performance, learning goal and achievement of the students (Amrai, Motlagh, Zalani & Parhon, 2011). It refers to reasons that underlie the behaviour that is characterized by willingness and choice. Academic motivation can develop confidence in one's ability along with an increased value of education and desire to learn. Motivation for academic achievement is attributed to behaviours which lead to learning and achievement (Masaali, 2007). Afolayan, Donald, Onasoga, Babafemiand Juan (2013) investigated the relationship between Motivation and academic achievement of nursing students, Niger Delta University, Bayelsa State, Nigeria. His finding indicated that anxiety is a common cause of poor academic achievement during examination among few students. This motivation is often expressed as psychological, physiological and behavioural abnormalities during examination.

Academic achievement represents performance outcomes that indicate the extent to which a person has accomplished specific goals that were the focus of activities in instructional environments, specifically in school, college, and university. School systems mostly define cognitive goals that either apply across multiple subject areas (for example, critical thinking) or include the acquisition of knowledge and understanding in a specific intellectual domain (for example, numeracy, literacy, science, history) (Steinmayr, 2017).

Success of student in the classroom and university takes a vital part in the academic progress of the students (Yawa, Balarabe & Mohammed 2021). Parents, teachers and school administrators alike take understanding of the academic wellbeing of the students. Yardsticks are set by school authorities to quota presentation of the study, the usual performance average set by the university will define whether a student has accomplishments or not. In the evaluation of students' performance, Pekrun and Elliot (2006) argued that achievement is the behaviour of an individual that can be assessed nonstop by another individual. Therefore, academic achievement has been seen as a term used for student based on how well they are doing in studies and classes. This explanation tends to address academic achievement as the conclusion of all the happenings of the student in the school.

Academic achievement of university students can also be examined as the amount to which a student has achieved his educational goals. This means that, the student academic performance is measured by the extent to which a student can reach the instructive goal they have previously put in place. The higher institution measures academic achievement in numerous ways which include continuous assessment test (CAT) and a number of standardize test and examination. By this method, areas of strengths and weaknesses are in students' academic performance determined and estimated in order to advance on the learning process of the student (Pekrun & Parry, 2007). Therefore, academic achievement should be considered to be a multifaceted construct that comprises different domains of learning. Recent research on gender and academic motivation by Bugler, Mcgeown and Thompson (2013) revealed that girls generally reported higher level of academic motivation whilst teacher reports of behaviour were poorer for boys. Interestingly, boy's reported levels of academic motivation were significantly more closely associated with teacher reports of their classroom behaviour. More so, field information shows and remained proved by analysis that female has positive connection with academic motivation and are more academically motivated than male students (Khan, Ilyas & Waheed, 2022).

Statement of the problem

Interaction with both male and female undergraduate students of Federal University Dutse, Jigawa State by different authors revealed that their academic achievement has been on the decline over the years. This may be attributed to students' poor belief that he/she can be able to accomplish a specific task and lack of desire to excel academically. This lack of natural interest may influence their academic achievement. Many students are observed to have set back regarding their achievement which is evident by their negligence as absconding from lectures, lack of concentration, lack of supports and many more. Such kinds of students do not seem to have respect for the courses they study let alone striving hard to pursue excellence. This poor academic belief may mar students' achievement since the motivation to make one persist may in turn strengthen him/her in their academic endeavours is no more. If the motivation to achieve this is very slim, such students' academic achievement may be tampered with. Counsellors will be able to help these students professionally to motivate students to achieve academically. Therefore, this study was set up to investigate the influence of academic motivation on academic achievement among undergraduate students of Federal University Dutse, Jigawa State, Nigeria.

Objectives of the study

The objectives of the study are as follow:

1. To determine the relationship between academic motivation and academic achievement among undergraduate students of Federal University Dutse, Jigawa State, Nigeria.
2. To find out whether differences exist between male and female in their academic motivation among undergraduate students of Federal University Dutse, Jigawa State, Nigeria.

Hypotheses

The following hypotheses guided this study:

H₀₁: There is no significant relationship between academic motivation and academic achievement among undergraduate students of Federal University Dutse, Jigawa State, Nigeria.

H₀₂: There is no significant difference between male and female in academic motivation among undergraduate students of Federal University Dutse, Jigawa State, Nigeria.

Methodology

Research design for this study was survey design. The design was the most suitable method to be used in this study, because it enables the researcher to generate data through the standardized collection procedures based on highly structured research instrument(s) and well defined study concepts and related variables. In survey method, participants answer questions administered through interviews or questionnaires. The population of this study was made up of seven hundred and ten (710) males and five hundred and eighteen (518) female 300 level students of Federal University Dutse, Jigawa State, Nigeria. Simple random sampling technique was used to select a sample of 306 participants. This sample was drawn from the entire population under study and the selection was in conformity with the Research Advisors (2006) table for determining the sample size with 0.05 degree of accuracy at 95% confidence level. The instrument used for data collection in this study was academic motivation inventory. The instrument comprised of fifteen (15) items adapted from Heater (1981). It has five points Likert scale consisting of Strongly Agreed (SA), Agreed (A), Not Sure (NS), Disagreed (D), Strongly Disagreed (SD). Both the validity and reliability of the instrument was ensured. The instrument was validated to determine the face and content validity, its relevance and appropriateness in the study. Reliability measure was determined using Cronbach's Alpha. The instrument was found to have a reliability coefficient of .821. The data collected were analyzed using descriptive and inferential statistics. Using Pearson product moment correlation co-efficient PPMC(r) and Paired sample t – test was used to test the hypotheses 1 and hypothesis 2. The hypotheses were tested at 0.05 alpha level of significance. SPSS version 25.0 were used for data analysis and storage.

Results

H₀₁: There is no significant relationship between academic motivation and academic achievement among undergraduate students of Federal University Dutse, Jigawa State, Nigeria

PPMC(r) statistic from Table 1 showed that academic motivation has significant relationship on academic achievement among students of Federal University Dutse, Jigawa State, Nigeria. This is because the calculated p value of 0.002 is less than the 0.05 alpha level of significance and the computed r value of 5.96 is greater than the 1.96 at df 304. Therefore, the null hypothesis which states that there is no significant relationship between academic motivation and academic achievement among students of Federal University Dutse, Jigawa State, Nigeria is hereby rejected.

H₀₂: There is no significant difference between male and female in academic motivation among undergraduate students of Federal University Dutse, Jigawa State, Nigeria

The independent sample t-test statistic from table 2 showed that difference between male and female exists in academic motivation among students of Federal University Dutse, Jigawa State, Nigeria. This is because the calculated p value of 0.010 is less than the 0.05 alpha level of significance and the computed t value of 4.54 is greater than the 1.96 t-critical value at df 304. Therefore, the null hypothesis which states that there is no significant gender difference in academic motivation among students of Federal University Dutse, Jigawa State, Nigeria is hereby rejected.

Table 1. PPMC statistic on the relationship of academic motivation and academic achievement among students of Federal University Dutse, Jigawa State, Nigeria.

Category	N	Mean	Std. Dev	Df	Corl.	p	Decision
Academic Motivation	306	51.08	5.310	304	5.86	0.001	Significant
Academic Achievement	306	2.63	0.634				

Significant at $p < 0.05$.

Table 2. Independent sample t-test statistic on the difference between male and female in academic motivation among students of Federal University Dutse, Jigawa State, Nigeria.

Category	N	Mean	Std. Dev	Df	Corl.	p	Decision
Male	177	54.23	5.013	304	4.54	0.010	Significant
Female	129	57.34	5.514				

Significant at $p < 0.05$.

Discussion of Findings

The finding of this study revealed that academic motivation has significant influence on academic achievement among undergraduate students of Federal University Dutse, Jigawa State, Nigeria. This finding agrees with that of Li and Zheng (2017) that academic motivation can be defined as a form of cognitive and emotional arousal that influences a learner's academic achievement. The finding also concurs with that of Mangal (2013) who posited that academic motivation is defined by a student's desire (as reflected in approach, persistent and level of interest) regarding academic subject when the students' competence is judge against a standard of performance or excellence. Academic motivation is a driving force behind student's motivation to learn. It is the need and desire to excel in academic work. Academic behaviours can be seen as intrinsically motivated, extrinsically motivated or a motivated. The finding can further be back with the work of Afolayan et al. (2013) who investigated the relationship between Motivation and academic achievement of nursing students, Niger Delta University, Bayelsa State, Nigeria. This finding is in congruence with that of Adegboyega (2018) whose finding revealed that majority of Nigerian undergraduates have a high level of academic motivation. Also, Bakar, Alsmadi, Ali, Shuaibu, and Solahudin (2022) revealed a significant relationship between student motivation and academic achievement (CGPA) among undergraduate students at University Sultan Zainal Abidin, Terengganu, Malaysia.

The finding of this study revealed that significant gender difference exists in academic motivation among undergraduate students of Federal University Dutse, Jigawa State, Nigeria. The difference was in favour of female students. This finding agrees with that of Bugler, Mcgeown and Thompson (2013) revealed that girls generally reported higher level of academic motivation whilst teacher reports of behaviour were poorer for boys. Interestingly, boy's reported levels of academic motivation were significantly more closely associated with teacher reports of their classroom behaviour. The finding further goes in line with that of Khan, Iliyas and Waheed (2022) who lamented that field information shows and remained proved by analysis that female has positive connection with academic motivation and are more academically motivated than male students. Shekhar and Devi (2012) indicated that Males and Females differ significantly on achievement motivation. Females have higher achievement motivation compared to males. However, Liu and Zhu (2009) found significant differences in achievement motivations of male and female senior high school students, male students have higher achievement motivations than female students. The result of this study contradict with the finding of Bedel (2013) who found that gender doesn't cause any significant difference in academic motivation. In summary, the research on gender differences in achievement for males and females has resulted in inconsistent findings. Some researchers have found no difference, whereas others have found differences.

Conclusion

The result of this study revealed that academic motivation has significant influence on academic achievement. The result also indicated that female students were more academically motivated than their male counterparts among undergraduate students of Federal University Dutse, Jigawa State, Nigeria.

Recommendations

The following recommendations were drawn:

1. University authority should assist the students to be well motivated academically through support from parents, lecturers and co students as this have significant influence on academic achievement
2. Psychologist and counsellors should be able to distinguish the differences between male and female students in their academic motivation and manage each group of under graduate students appropriately.

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ASSESSMENT OF INSECURITY ON QUALITY EDUCATION IN NIGERIA TERTIARY INSTITUTIONS

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Abstract

High rate of insecurity in Nigerian tertiary institutions has raised deep concern among stakeholders in educational industry as sound and qualitative education hinge on peaceful learning atmosphere. Thus, the study assessed insecurity and quality education in Nigeria tertiary institutions. Descriptive research design was adopted for the study. The population of the study comprised all tertiary institutions in North –east, Nigeria. Convenience sampling technique was used to select 943 staff and students from University of Maduguri, Maduguri and Modibo Adamawa University respectively. Three research questions were raised and answered using descriptive statistics of mean and standard deviation. Questionnaire on Insecurity and Quality Education Questionnaire in Nigerian Tertiary Institutions in Nigeria (AIQEQ)” developed by Nwakpa (2015) was adapted to elicit relevant information from the respondents. The AIQEQ was validated and subjected to reliability test using test retest alpha method of reliability given reliability coefficient of 0.87 which affirmed that the instrument was reliable for the study. The findings of the study revealed that insecurity hinder quality education in Nigerian tertiary institutions. The study concluded that insecurity hindered quality education in Nigeria tertiary institutions. The study recommended among others that tertiary education should be adequately and genuinely financed in line with UNESCO 26% recommendation of educational funding for quality to be assured at this level of education, capacity building on security should be periodically organized for staff and students and CCTV should be strategically placed in the school environment for safety purpose.

Keywords--- Assessment, Insecurity, Quality Education and Tertiary Institution

Introduction

Institutions of higher learning are globally established for the propagation, dissemination and application of knowledge, thus their salient roles in man power and national development cannot be overemphasized. Tertiary education in contemporary time has become a complex enterprise and this complexity demands for high degree of proven scholars from the academic staff in particular and non-academic staff in general to focus on their mandates of teaching, research and public service respectively. Therefore, peaceful learning environment and measures capable of enhancing security architecture must be put in place for universities to maximally focus on their obligations of teaching, research and publication as well as community engagement. Insecurity has however become a topical issue and social problem in Nigerian educational system right from the basic to the institutions of higher learning which has far-reaching implications and dire consequences on education, the economy and society in general. The problem of insecurity has attracted the attention of stakeholders in educational industry which consequently lower the educational standard. Throughout the period of insecurity rebels have attacked a large number of educational institutions, killing and destruction of school plants (Nnadi, 2017).

Insecurity is a social illness that occurs as a consequence of the presence of a danger to human life and economic operations. It is a negative feeling involving fear, anxiety, uncertainty and injustice, among others. When an individual does not have control over a situation but has to rely on the cooperation of others that cannot be guaranteed, the result may be frustration or insecurity which serves as threat to quality learning. Best (2016) sees insecurity as a degenerated stage of conflict, threats to human security, intense violence characterized by rebellious, death and injury. Insecurity is a state or condition in the life of a social unit, system, organization or society in which the existence of a problem assumes critical dimension to the extent that the survival or existence of the social system. It is a threat to quality teaching, learning environment, content, teaching facilities and goal achievement in tertiary institution of learning which suddenly necessitates making vital decision in the shortest time possible (Olamosu, 2015). High rate of insecurity in Nigerian tertiary institutions has generated mixed reaction among academics, government, parents and relevant stakeholders in educational industry as students can only attain academic success when they pursue academic activities with seriousness, thoroughness, dedication and hard working (Nnadi, 2017). Institutions of higher learning with high criminal cases without any iota of doubt will lose the reputation and the situation will reduce school attendance, enrolment and withdrawal of affected students /as parents pull their sons and daughters out of schools while in some extreme cases insecurity has led to closure of schools (Dawnes, 2017). Yusuf and Idoghor (2018) revealed that some lecturers of the University of Maiduguri were abducted in 2017 and this led to the closure of the institution. Ever since the insurgency started in Nigeria in 2009, 1400 schools have been destroyed and over 2,2195 teachers have lost their lives. Kidnapping and Killing of students with impunity has become so rampant in northern Nigeria (UNICEF, 2018).

Nigerian tertiary educational institutions are established with the purpose of giving students sound and qualitative education to function effectively in any environment they find themselves and become more productive, self-fulfilling and attain self-actualization. High rate of insecurity in Nigerian tertiary institutions has generated mixed reaction among academics, government, parents and relevant stakeholders in educational industry as students can only attain academic success when they pursue academic activities with seriousness, thoroughness, dedication and hard working (Nnadi, 2017). Yusuf and Idoghor (2018) revealed that some lecturers of the University of Maiduguri were abducted in 2017 and this led to the closure of the institution. Ever since the insurgency started in Nigeria in 2009, 1400 schools have been destroyed and over 2,2195 teachers have lost their lives. Kidnapping and Killing of students with impunity has become so rampant in northern Nigeria (UNICEF, 2018).

Qualitative education delivery is only feasible in a secured and conducive learning environment as academic success of students depends largely on emotional stability, while insecure environment impedes learning (Adebi, 2016). Schools are threatened by insecurity which jeopardizes quality education as well as the general sense of calm that exists within and around them. The provision of qualitative tertiary education remains more of mirage than reality in any country faced with widespread insecurity of lives and properties. Nigeria political history has been pigeonholed by overabundance of challenges ranging from violence, civil war, election related mayhem, riots and protests, militancy, insurgency and herdsman/farmer clash. The rise of Boko Haram insurgency with the core belief that western education is sinful and should be detested has created new dimension to Nigeria insecurity problem. The operations and activities of Boko Haram sect against education came to limelight following the abduction of 276 student of Government Girl College, Chibok brought a new dimension and tension on perception to Nigeria insecurity as many secondary school attacks have been recorded in several states of the country afterward. There are cases of kidnapping of teachers and students in Lagos, Niger, Adamawa, Bororo, Kaduna and other states. There were reported cases of rapping of students and teachers, bombs have been brazenly detonated in schools leaving dozen dead while school buildings are burnt beyond recognition (Nwakpa, 2016).

Tertiary education is the third stage of education following the completion of secondary education which includes the Universities, Polytechnics, Monotechnics and Colleges of Education. These institutions are critical engine for socio- cultural and political development as well as major locus for modernism and development of manpower to address the challenges of underdevelopment. Accordingly, the Federal Government of Nigeria through the National Policy on Education (2013) the purposes of higher education are to: contribute to national development through high level relevant manpower training, develop and inculcate proper values for the survival of individual and the society, develop intellectual capacity of

individual to understand and appreciate their local and external environment, acquire both physical and intellectual skills among others. However, many of the Nigerian tertiary educational institutions are finding it increasingly difficult to achieve the stated goals as a result of the insecurity that engulf the system (Emaikwu, et al, 2015). The institutions are over whelmed with anxiety and panic following an email purportedly sent by Islamic extremist group Boko Haram to the 15 universities in southern Nigeria threatening them that the universities would experience a series of bomb blasts (Osarenre et al, 2017). Forty one students and a teachers were roasted alive as Boko Haram sets hostel ablaze in secondary schools in Yobe State in 2013, A 300 level female student of the Department of Mass Communication Delta State University Abraka, Elozino Ogege was murdered in a bush by group of boys popularly known as —yahoo boys in 2018, and her corpse was found in Ekrejata community Abraka with tongue and breasts severed. Aguba(2010) lamented over the case of kidnapping, militancy and bombing which short chains the realization of the goals and objectives of education (Ali et al, 2014).

The study is anchored on secularization theory which affirms that actors transform subjects into matters of security concern that enables extraordinary measures to be taken in matters of security. The theory was propounded by the societal security theorists Wæver and Wilde (1998) from Copenhagen School but popularized among the constructivist studies (Theiler, 2010). According to Messina (2014), securitization is a process by which ostensibly non-security issues are transformed into urgent security concerns which are therefore portrayed as existential threats to a referent object by a securitizing actor who thereby generates endorsement of emergency measures beyond rules that would otherwise bind. Unlike the classical approaches to security which focus on the material dispositions of threats (like the use of power, military capabilities and polarity), securitization emphasize how an actor can transform certain issue in to a matter of security (threat) in order to allow for the use of extraordinary measures to address it. Even though most securitized issues do not pose essential threat to objective survival of a state, there is the need to proactively construct a pending security threat to an existential problem. Wæver et al (1998) characterized an existential threat as one that requires immediate solution and if not tackled, everything else becomes irrelevant as we may not have the opportunity to deal with the consequences.

The framework for securitization allows for a threat to be probable, protracted and endangers the existence of the nation. According to the securitization theorists, when a subject is successfully securitized, a higher degree of attention and resources are devoted to it despite the existence of other subjects that might pose more threat but are unsuccessfully securitized. For instance, terrorism has been successfully securitized and receive more attention than malaria that kills more people than terrorism. Therefore, securitization of a subject plays a key role in attracting attention to an existential problem. The success of a securitization process depends on who securitizes (securitizing actor), what issues are securitized (threats), for whom (referent object), the audience (people), the reason for securitization, the conditions of securitization and the results of the securitization acts (Wæver et al, 1998). The theory is applicable on five sectors: military, political, economic, society and environment. However, securitization could equally be applied in many other sectors and further extended to unwanted outcome from successfully securitized sectors. For instance, the reign of Saddam Hussein led to the deployment of weapons of mass destruction and was successfully securitized. Consequently, there were concerns of human rights abuse and societal problems which was also securitized. Similarly, the United States and Europe successfully securitized immigration due to the concerns of terrorist infiltration. As a result, extreme measures are applied through tight border controls as well as the classification of migrants from certain countries of origin, diasporas, emigration and citizenship as potential securitization issues (Faist, 2015; Huysmans, 2016; Naujoks. 2015). The ivory tower was not isolated from the bombings and killings perpetuated by the Boko Haram: from the deadly attack on Bayero University Kano, when worshippers were attending Sunday service within the university's campus, to the bloody Independence Day attacks where over 40 students of the Federal Polytechnic Mubi, were massacred. This is not counting the many isolated killing of students in broad daylight or at night when they were asleep and at their most vulnerable state. In some cases, just the rumour of an attack was enough to send some institutions packing, like University of Maiduguri and the Federal College of Education Potiskum, which had to start operating from the National Commission for Colleges of Education (NCCE) temporarily (Ajibade, 2013). Studies have shown that over 3, 295 teachers have been killed and more than 39,000 others displaced in Boronu, Yobe and Adamawa between 2009 and 2020, while an estimated of 1500 schools have been destroyed since 2014 with over 1, 280 casualties among teachers

and students (Adesolu, 2019). Insecurity in school environment affects the quality of teaching and learning of students (Akintunde, et al, 2019). Insecurity triggers traumatic disorder and toxic stress that affect learning negatively impede learning (Adebi, 2016). Thus, the paper assesses insecurity and quality education in Nigeria tertiary institutions.

Purpose of the Study

The purposes of the study were to:

1. examine the causes of insecurity in Nigerian tertiary institutions.
2. find out the effects of insecurity in Nigerian tertiary institutions.
3. identify the strategies for the management of insecurity in Nigerian tertiary institutions

Research Questions

The following research questions were raised to guide the study:

- (i) what are the causes of insecurity in Nigerian tertiary institutions?
- (ii) what are the effects of the insecurity in Nigerian tertiary educational institutions?
- (iii) What are the strategies for the management of insecurity on quality education in Nigerian tertiary educational institutions?

Methodology

Descriptive research design was adopted for the study. The population of the study comprised all staff and students of Universities in the North-east, geopolitical zone of Nigeria. Convenience sampling technique was used to select 952 respondents from University of Maduguri and Federal University of Technology, Owerri. Madiba Adama University of Technology, Owerri in the North-east, Zone of Nigeria. Questionnaire on the effect of insecurity on quality education developed by Nwaka (2015) was adapted to collect relevant data for the study. Cronbach alpha was employed to ascertain the reliability of the instruments. Three research assistants were engaged in data collection and retrieval within an interval of two months. Descriptive research statistics of mean and standard deviation were used to answer the research questions raised in the study.

Findings

Table 1: Mean Response on Causes of Insecurity

Causes of Insecurity in Nigerian Tertiary Institutions				
	Variables		SD	Decision
1.	Anxiety of Examination	2.71	1.38	Agree
2.	Malpractices			
2.	Lack of Self Confidence	2.75	0.47	Agree
3.	Depression on the poor state of the Country	2.88	1.07	Agree
4.	The notion that western education is forbidden	2.80	0.74	Agree
	Weighted Mean Score	9.04	0.52	

As indicated in Table 1, most of the respondents unanimously agreed that students' insecurity is emanated from multidimensional factors among which are examination fever, lack of self-confidence, depression and the notion that western education is a taboo with the mean score of 2.71, 2.75, 2.88 and 2.80 respectively.

Table 2:
Effects of Insecurity in Nigerian Tertiary Institutions

	Variables		SD	Decision
5.	Insecurity makes education to be of low quality	3.70	1.68	Agree
6.	Scores awarded under insecurity lack validity and reliability	3.45	1.87	Agree
7.	Delay in academic calendar due to closure of schools.	3.88	1.87	Agree
4.	insecurity triggers traumatic disorder and toxic stress	4.80	1.97	Agree
	Weighted Mean Score	12.23	0.52	

Table 2 revealed that 3.70 of the respondents agreed that insecurity lower the standard of education in the tertiary institutions. Also, 3.45 of the respondents concurred that scores awarded to the students lack validity and reliability.. In addition, 3.88 of the respondents agreed that delay in academic calendar of the institutions emanated from the security headache which hinder the quality of service being rendered in the institution. Equally, 4.80 of the respondents agreed that insecurity triggers traumatic disorder and toxic stress in the institutions of higher learning.

Table 3:
Strategies for the management of Insecurity in Nigerian Tertiary Institutions

	Variables		SD	Decision
8.	Adequate funding of the educational system	3.70	1.86	Agree
9.	Proper planning and implementation of education policies	3.89	1.97	Agree
10.	Activities going on in the school are monitored through the CCTV	3.88	1.88	Agree
11.	Capacity building on security education in schools	3.80	1.97	Agree
	Weighted Mean Score	12.44	0.52	

As shown in research question 4, 3.70 of the respondents agree that adequate funding of tertiary education is a fundamental strategy to manage insecurity in tertiary institutions. Also, 3.89 of the respondents concurred that adequate planning and implementation of tertiary education policies will go along. It was also evident from the finding that 3.88 of the respondents agree that if activities in the schools are being monitored through CCTV, insecurity will be maximally reduced in institutions of higher learning. Finally, 3.80 of the respondents agree that capacity building programmes like conferences, workshops and seminars will assist immensely in tackling insecurity in Nigerian tertiary institutions.

Discussion of Findings

The findings in Table 1 is in accordance with the study conducted by Chukwuemeka (2021) which shown that the increasing incident of violent attack are traceable to weak, marginal or exploitative government systems in Nigeria. The government's inability to provide public services and meet the basic needs of the masses has created a group of frustrated people who are easily classified as violent by any event The failure of the Nigerian government to fix the challenges of poverty and the unequal distribution of wealth among ethnic nationalities is a major contributor to the country's insecurity. Bello (2022)

inculcate that Nigeria is characterized by incompetent leadership who have long been electing to pilot the affairs of the nation but cannot render effective service to the nation. They see themselves more as sectional leaders and pursue only their personal and regional interests.

The findings in Table 2 concur with the study conducted by Ogunode and Kolo (2021) which reveals that insecurity in the Northern Nigeria has led to disruption of school administration and hindered the efficacy of internal supervision in teaching and learning programme. The insecurity in the Northern region have led to suspension of school programme such as school supervision and inspection, teaching and learning, execution programme, examination and sport activities. School administrators were unable to go to school inspection and teachers' activities were disrupted. Disruption of academic calendar an inconsistency nature of school calendar in Nigerian educational system is no longer news. Lecturers are coerced to award underserved marks, students graduate with unmerited grade and the no-violent students are cheated. Education quality occurs under free operating environment and fair dealing. The graduates produced through insecurity end up not having the requisite knowledge and skill to operate in the workplace; they rather become a liability. The ultimate effects poor performance of organizations and hence the national economy, quite high.

The finding in Table 3 is in line with the work of Emaikwu and Nwagwu, (2015) which disclosed that if security measures like physical security outfit, ICT surveillance, school fencing and capacity building are given priority the quality of service delivery in tertiary institutions will be of high quality. He accentuates that the physical security outfit of the school in form of well fenced walls, gate and well barricaded environment expressed by the stakeholders persist and no proactive solutions or remedies are genuinely provided will not only give room for peaceful learning environment, but also to a larger extent assist in actualizing the set goal. Placing of Closed Circuit Television, use of security gadgets like alarm detectors among others are fundamental for the achievement of goal of senior secondary schools. Monitoring of the visitors and other suspicious movement within the school vicinity through the CCTV would enhance quality education thereby facilitate the actualization of goal achievement.

Conclusion

Nigerian tertiary educational institutions are established with the purpose of giving students sound and qualitative education to function effectively in any environment they find themselves and become more productive, self-fulfilling and attain self-actualization. Studies have however revealed that many of the Nigerian tertiary educational institutions are finding it increasingly problematic to achieve the goals because of the insecurity. Violent attacks are being carried out by bandits, kidnappers and other insurgent groups make parents to become apprehensive and this ugly scenario has negatively affected the actualization of tertiary education goal. To enhance the provision of quality education in tertiary institutions, the government and institution management should show more concern and interest in using their skills and professional competence to bring about security and safety of the environment for the educational system to thrive.

Recommendations

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

1. Tertiary education should be adequately and genuinely financed in line with UNESCO 26% recommendation of educational funding for quality to be assured at this level of education.
2. Capacity building in form of workshops, seminars and conferences should be periodically organized for staff and students to equip them with security management technique of the 21st Century.
3. Monitoring of the visitors and other suspicious movement within the school vicinity through the CCTV would enhance security outfit thereby facilitate the actualization of goal achievement
4. Synergy should be established between the town and gown as security is everyone responsibilities.

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SECRETARIES AND THE 21ST CENTURY DIGITAL SKILLS FOR DECENT WORK IN A KNOWLEDGE ECONOMY

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Abstract

The development of technology has signalled a future workforce that is more knowledgeable, versatile and productive. Employers of labour are currently on the lookout for secretaries with digital skills that could participate in knowledge economy. This paper is a literature review on secretaries' and the 21st Century Digital skills for decent work in a knowledge economy. The paper defined the concepts of secretaries' 21st Century digital skills, knowledge economy, and decent work. More so, the paper clearly explained the importance of 21st Century digital skills to secretaries in a knowledge economy and ways of improving secretaries' digital skills. It was therefore concluded that if the 21st century digital skills acquisition are embedded in education and training of secretaries, it will enable them to secure decent work in the digital economy, whether as technology specialists, leaders of digitally-enabled businesses or workers in digitally-enabled jobs across the economy. It was recommended that the curriculum used for the training of secretaries should be reviewed.

Keywords: Secretary, 21st Century Digital Skills, Decent work and Knowledge Economy

Introduction

Digital skill is one of the goldmines and sources of prosperity in the 21st century. Digitalization dominates all aspects of our lives with a profound impact on workers, businesses, economies and societies. 21st century digital skill is the ability to understand media, search for information and be able to use a variety of digital tools and applications to communicate with others. Ndubuisi, Ezeani, and Ile (2022) described digital skills as the abilities of using digital technologies to transform existing conventional and non-digital business processes and services to create new ones in order to meet developing market and customer expectations. 21st century digital skills in this context is a set of skills needed to effectively and efficiently use new technologies to perform official and personal tasks in the digital environment. This means, digital skills are any skills related to being digitally literate.

Digital skills have made working from anywhere a new normal and are also enhancing efficiency, effectiveness and improvement of business quality. According to International Telecommunication Union (ITU) (2020), digital skills are necessary for all occupations, from primary occupations to managerial positions and even employees and applicants seeking to participate in the labour market. It is an insurance for jobseekers against the rising need in the workplace. Digital skill will offer secretaries access to massive information, opportunity to manage, integrate and evaluate information. Corporate Finance Institute (CFI) (2022) believed that the rapid expansion of knowledge and the increasing reliance on computerization, big data analytics and automation were changing the economy of the developed world to one that is more dependent on intellectual capital, skills, and less dependent on the production process. Organisations globally are embarking on digitalisation of their services and this is making the general public agitated for being left out of it. It is not the development of old jobs that makes digital skills critical for secretaries in the modern workplace, but the creation of entirely new jobs. Despite the importance of digital skills, secretaries are still plagued with skill gap, which, if not nib in the bud, may snow-ball into complete exclusion of secretaries from digital economy and extinction of the profession from global trends.

A secretary is an office worker, who combines the competencies of stenographer, clerical officer, receptionist and more, that need a variety of other skills, talents and attitude. Ocholi, Aina and Ezeani (2022) claimed that a secretary is an office manager and administrative officer, who coordinates and

manages both the human and material resources of an organisation. Secretarial education is an efficient, effective, productive and functional education which leads to self-employment, self-reliance, paid occupation and consequently, self-actualization. Ezech, Ezeahurukwe and Ameh, (2021)) noted that government in alliance with UNESCO reviewed the secretarial education curriculum and renamed the course as Office Technology and Management (OTM) in order to keep pace with modern realities and technology revolution. Ocholi, et al. (2022) stated that secretarial education is one of the specialized programmes offered in the Department of Vocational and Technical Education, Business Education or School of Business Studies in Nigerian tertiary institutions that lays emphasis on the possession of necessary practical skills to operate office machines and to serve as supporting staff to the management in any organisation. The OTM curriculum was designed to produce graduates with secretarial and office skills for employment in various fields of endeavour that can manage the electronic driven office successfully.

Unfortunately, higher educational institutions are often criticized for not preparing OTM graduates, who are actually future secretaries with diverse skills in line with the contexts and trends in the knowledge economy. The facts show that there is digital skill chink between those acquired by the graduates and those needed in the knowledge economy (Ezech et al, 2021). This inadequacy of knowledge and skills possession by OTM graduates in formal schools, is due to lack of workable technology, functional internet facilities and laboratories. International Labour Organization (ILO) (2021) adduced that the case was probably more in the Technical and Vocational Education and Training (TVET) fields where prolonged under investment in digital technologies and related skills development had slowed down the digitalization process. This trend could lead to digital bankruptcy in the secretarial profession, thus, a potential harbinger of digital exclusion of these professionals from the knowledge economy. Globalization and technological advances have birthed knowledge economy, and as such, secretarial trainers should help these officers to possess the right skills for such economy, rather than basking in the euphoria of high levels of education alone.

Knowledge economy is a system of consumption and production that is intellectual capital based. IGI Global (2022) posited that knowledge economy was coined to describe a shift from traditional economies to the use of knowledge for production. The underlying idea unifying this strand of work is the centrality of theoretical knowledge as the basis of innovation. Thus, knowledge economy is major enabler of growth, wealth creation and employment that is directly hub on production, distribution and utilization of knowledge and information. ILO (2021) believed that digital skills acquisition leads to decent work, productivity and sustainability that can advance the value and output of labour, empowers the lives of workers and enriches societies. Decent work is a term that denotes occupation that contributes to the social and economic stability of workers. In this context, decent work is defined as productive work for secretaries in conditions of freedom, equity, security and human dignity, fair and safe working conditions.

In Sub-Saharan Africa, according to International Partnership (n.a), 1.4 billion people work in vulnerable or informal occupation characterized by bad conditions, low productivity rates, low incomes with high turnovers in order to survive. Therefore, in such climes workers are underemployed, and would therefore like to combine several jobs in order to make ends meet. Similarly, ITU (2020) revealed that 53 per cent of the population is offline because many people do not use the Internet as a result of the cost of data packages, cost of devices, lack of education and skills, rare social protection and precarious employment. This suggests that in spite of the vast growth in the numbers of Internet usages, many people are still unable to reap the many benefits of today's knowledge economy.

Globalization is increasingly going digital. Qureshi (2020) believed that digital technologies hold considerable potential to lift the route of productivity and economic growth, and to create new and better jobs to replace old ones. This explains that, we are now on the verge of another profound shift, where tasks are becoming automatable through Artificial Intelligence, people are being substituted by robots, traditional professions are vanishing, and new ones are born, while virtual worlds are augmenting the real world. The pace of change is quick, and jobs themselves are also fastly changing. Digital technologies are driving transformative change and the newest innovations in artificial intelligence and related expansions are enlarging the frontiers of the digital transformation, thereby making the future to arrive faster than anticipated. However, secretaries with digital skills will increase their presence, employability and earnings. ILO (2021) affirmed that millions of jobs are at risk of massively being reclassified, rebalanced and replaced with automation and digitalization, especially repetitive, manual, and routine tasks,

while the demand for non-routine tasks, cognitive skills such as problem-solving, and interpersonal and other core skills will be on the increase. The introduction of technology into the boardroom as a provider of reports and data, has helped secretary to overcome the challenges of mundane and time-consuming tasks to become a better partner to their board.

McKinsey in Greetly Digital Receptionist (2019) acceded that certain tasks requiring emotional connection with people and creativity that cannot be easily automated will still be handled by human beings. This means that secretaries who are performing tasks that are yet to be automated will become more pivotal. Qureshi (2020) noted that automation and digital advances are changing labour demand from middle level skills to more sophisticated analytical, technical, and managerial skills. Decision making is a critical skill for leaders in the digital age. Thus, improving the digital skills of secretaries will help them to leverage on the benefits of the digital economy. According to Ocholi et al (2022), building competence in areas that machines will be unlikely to tackle effectively is the possible best recipe for success. Therefore, the secretaries' worry about automation should be the yardstick for acquiring digital skills so that they can be released from dangerous, predictable and routine tasks in order to pursue safer, more creative and interesting tasks, as well as leisure activities. ITU (2020) believed that digital skills have the potential to create new career opportunities whereas digital illiteracy will exclude a sizeable population from adapting to new technologies, thereby limiting their potential participation in the digital economy.

What is 21st Century Digital Skill?

The 21st Century digital skill goes far beyond the technology itself, and general descriptions may not be appropriate when applied to some specific environments. Digital competencies are not only concerned with skills, but also focused on cognitive, social and emotional aspects of working and technical living in a digital environment. Salesforce Inc. (2022) defined digital skills as the needed skills to use digital devices, communication applications, and networks to access and manage information, from basic online searching and emailing to specialist programming and development. Prensky in SkillsYouNeed.com (2022) asserted that digital literacy is a language, which one can only speak according to the quality of digital skills he or she acquires. Therefore, a secretary who has acquired digital skills will be able to develop, communicate, collaborate, and share digital content, and solve problem anywhere in the world.

The 21st century digital skill primarily focuses on computers alone, but the arrival of the internet and use of social media, has occasioned the shift in some of its focus to mobile devices. ITU (2020) categorized digital skills into technical, social, creative, information management, critical thinking, ethical awareness, cultural awareness, self-direction and lifelong learning. Olaniyi (2022) mentioned that digital skills are not replacing traditional types of literacy but are helping to build upon and expand the skills that shape the foundation of traditional forms of literacy. CFI (2022) claimed that modern economy is for workers who know how to answer emails, access a company's files on Google Drive, tweak a website's code, create and work with financial models, and the ability to innovate. In other word, digital skill is a survival skill for secretaries in the digital era.

Ocholi et al (2022) stated that there are a huge variety of skills that can be considered as digital skills, such as skills to send emails securely, use email attachments, and post on social media; handle information and content, use search engines, understand that not all online content is reliable, access content across devices and on the cloud; set up accounts online, fill in online forms; find solutions to problems using tutorials/chat and improve productivity; and keep passwords secure, take precautions against viruses among others. This portends that digital skills are skills to manage businesses on social media, ability to use Facebook and Twitter to upload, etc.

Knowledge Economy Defined

Society and the economy are being transmuted from physical-based labour force to knowledge-based. The knowledge economy is centred on how digital technologies are transforming the way people think, act and work. This signifies that a knowledge economy is an economy in which the knowledge workers are the central input element. IGI Global (2022) described knowledge economy as a system of consumption and production that is anchored on technology and knowledge, which are intellectual capital

that focus on the importance of human capital in the 21st century economy. The knowledge-based economy is an expression coined to describe trends in advanced economies towards massive dependence on knowledge, information and high skill levels by the business and public sectors.

The economic progress rests on knowledge and the utilization of knowledge. The notions of knowledge economy and knowledge worker are based on the view that information and knowledge are at the centre of economic growth and development. The ability to produce and use information effectively is a critical source of skills for many individuals, especially secretaries. The economy here, is based on practical application of knowledge and information to generate tangible and intangible values, consequently making knowledge the key economic asset that drives long-run economic performance. Thus, economic progress and expansion has always depended on new ideas and innovation, making knowledge as important as capital (physical and financial) and natural resources as a source of economic growth.

CFI (2022) stated that the main features of this new economy are education, skills, information and technology infrastructure, research, and the innovation system. The system values a skilled labour force, and skilled workers to fill major job positions. With these four pillars, the secretaries will thrive in the knowledge economy, because they will be able to create, share and use knowledge, the internet to facilitate effective communication, dissemination and processing of information; tap into the growing stock of global knowledge, assimilate and adapt it to local needs, and create new knowledge. IGI Global (2022) noted that the economic mode of production is centred on information, skills, know-how, training and education as opposed to capital or labour. It promotes futuristic approach to intellectual production that is central to logic knowledge and technology rather than the consumption of goods that is money dependent. Thus, knowledge is the ultimate means to improve the efficiency of production and distribution processes, enhance the quality and quantity of products, and enrich the choice of products and services for consumers and producers.

Hayes (2021) claimed that the main feature of a knowledge-based economy is the increasing reliance on highly-skilled workers whose skills are not exclusively related to science and technology, but on the control, management and co-ordination of tasks. The modern economy comprises of service industries and jobs that require thinking and analysis of data. This component of the economy relies greatly on intellectual capabilities instead of natural resources or physical contributions, which the secretary is expected to imbibe.

What is Decent Work?

Decent work is an occupation that respects the physical and mental integrity of the worker in the exercise of his/her employment. International Partnership (n.a) noted that decent work sums up the aspirations of people in their working lives, involving opportunities for work that is productive and delivers a fair income, security in the workplace and social protection for all, better prospects for personal development and social integration, freedom for people to express their concerns, organize and participate in the decisions that affect their lives and equality of opportunity and treatment for all women and men. York University Staff Association (2021) asserted that decent work creates a cultural move towards an equitable and stable workforce, empowering workers' ability to financially boost their quality of life. Decent work is therefore, concerned with the availability of employment in conditions of freedom, equity, security, and human dignity. According to International Partnership (n.a), it is a multidimensional concept introduced by the International Labour Office (ILO) in 1999 with four key components: employment creation, social security, rights at the workplace, and social dialogue. Social justice values are entrenched in decent work, striving for equity and equality beyond the workplace. It is simply adequate opportunities for work, remuneration (in cash and in kind), safety at work, income security and healthy working conditions.

International Partnership (n.a) maintained that the four pillars of the decent work agenda have become integral elements of the new 2030 Agenda for Sustainable Development. It revealed that UN World Summit in 2005 and the Goal20 2014 declared employment creation and decent work as their priority objective of development strategies to support fair globalization, while the European Consensus on Development in 2017, dedicated its 8th Sustainable Development Goal (SDG8) to ensuring full, productive, and decent employment, universally (everywhere in the world) and inclusively (leaving no one behind). Thus, decent work applies to workers in the formal economy, unregulated wage workers, the self-

employed and home workers. This shows that promoting employment and ensuring decent work for secretarial professionals will tremendously impact their standard of living, productivity, and social cohesion.

Importance of 21st Century Digital Skills to Secretaries in a Knowledge Economy

The use of office machines has increased tremendously in contemporary offices due to the fact that tasks have become more varied and complicated and carrying them out manually will result in the wastage of time and reduction of efficiency on the part of the secretary.

Communication has evolved beyond mobile devices and personal computers. Greetly Digital Receptionist (2019) posited that the dawn of virtual reality (VR) would make conference calls more interactive in 2030. Thus, digital skills will help secretaries to present detailed graphs and PowerPoint presentations, send messages through tablets, voice assistants, smart-watches, receive notifications, track activity, set alarms, and even call and text directly through wearable devices.

One of the most promising potential outcomes of wearable technology in higher education is productivity. Buhr (2019) maintained that the use and adoption of modern educational technologies are imperative to improve students' performance and to prepare them to face the serious challenges in the future. These tools would help the users to automatically send information via text, e-mail, and social networks on behalf of the user based on voice commands, gestures, and other indicators, which would help secretaries and employers communicate with one another, keep track of updates, and a well-organized notification.

Digitization is creating new career opportunities for secretaries through the gig labour market but digital illiteracy will exclude secretaries from adapting to new technologies, thereby limiting their potential participation in the digital economy. According to ITU (2020), the digitization of markets has led to labour scarcity, increased demand for high-skilled workers and reduced demand for low-skilled workers due to the automation of routine jobs. The new technologies hold great promise of creating new avenues and opportunities for a more prosperous future (Qureshi, 2022). Voice software is already proving to be effective in its implementation and few years to come, the computer will be keyboardless, shrink in size and wearable. With digital skills, people can use voice translation technologies to nearly communicate instantaneously with people of different languages.

The 21st Century digital skills are crucial to finding or keeping jobs and also to closing the digital divide. The future of humans at work is threatened because adaptive continuous intelligent systems may take over decision-making in the future. The way in which office workers make decisions has changed because the capability to use algorithms is helping secretaries to make competent and informed decisions in mere seconds. According to Greetly Digital Receptionist (2019), just inputting details of a problem into a program would give employees an efficient way of solving problems and enabling them to get back to their tasks, hence, benefiting from their time and effort. Thus, secretaries can have a fountain of knowledge online at their fingertips by a click of the mouse to address myriad of official issues.

In the past, a secretary could spend valuable time registering a guest by looking into the client's contact information, calling and/or emailing the host and even retyping a handwritten visitor log into a database. Greetly Digital Receptionist (2019) assumed that digital skills will help people to use digital visitor sign-in applications to automate all those tasks. If work is less drudgery, it actually becomes more fulfilling for secretaries to spend less time answering repetitive emails and completing boring tasks, and use more time connecting with their coworkers.

Possessing foundational skills, such as reading, writing, and numeracy skills, is one of the necessary conditions for acquiring digital skills and embracing changing technological opportunities. These are the skills that make further learning possible. The role of early learning, primary and secondary education in providing these skills will remain paramount (ILO, 2021). The importance of digital skills are businesses building stronger customer relationships; having a competitive edge over competitors; providing new strategies and approaches to working; improving productivity and effectiveness, career boosts for those embracing the flexibility of freelance work, enhancing personal and professional skills that gives more options for getting a job (Ocholi et al, 2022).

Improving Secretaries' 21st Century digital skills

Soft Skills. Digital skills are not enough to adapt to the changing labour markets demands because they will not make it possible for anyone to reap the full benefits of digitalization. What is increasingly sought by businesses is a combination of such skills as well as soft skills. Olaniyi (2022) asserted that jobs and digital skills are no longer optional but critical and as such need to be complemented with transversal soft skills. Soft skills are ability to communicate effectively in both online and offline media. So, there is an increasing demand to strengthen those unique human skills that cannot be easily replaced by machines, computers and robots such as critical thinking, and creativity. Soft skills will aid secretaries to communicate effectively, listen actively, think critically, reason logically and interpret clearly.

Hayes (2021) observed that no single knowledge worker can generate ground breaking innovations alone: higher education, technical training, communication and teamwork are obvious, and essential to surviving in a knowledge-based workplace. Such skills will support the lifelong learning of individuals and their ability to adapt to workplaces and future disruption, consequently, succeeding in a digital economy. ILO (2021) noted that an effective combination of basic, soft core work and hard technical skills is the prerequisite for a successful transition from school to productive decent work and transitions between jobs. That is why adapting to what the TVET and tertiary education has to offer, and ensuring the responsiveness of skills development systems will be just as important as incorporating digital skills into all levels of training.

Training. The knowledge economy is seen to demand meta-cognitive skills that are both broad and highly transferable, such as problem-solving and the ability to learn. ILO (2021) averred that skilling, reskilling and upskilling throughout all stages of life is the precondition and an accelerator for people to access decent work opportunities and smooth transitions into labour markets and within labour markets. A business is only as successful as its employees, and that goes for any industry. One thing that can help a secretary to survive the numerous changes in the world is the ability to gather and use knowledge, remain constantly updated with new knowledge. These skills if acquired, will help secretaries to spot opportunities, easily adapt and survive in any condition. Secretaries are therefore encouraged to continuously upgrade and broaden their skills, through formal education, lifelong learning as well as workplace and less formal surroundings learning. With the fast-changing demand for skills, upskilling, reskilling, and lifelong learning, the availability and quality of continuing education should be greatly scaled up. Qureshi (2022) posited that the key to winning the race with technology is not to compete against machines but to cope with machines. This can be done if the secretaries can harness the potential of technology-enabled solutions such as online learning tools.

The skills needed for the future are not just about science and technology. Ocholi et al (2022) summed observations of different scholars on various ways secretaries can develop their digital skills as taking free online courses, self-paced learning, early exposure inside and outside the classroom, effort to use technology for the job, making it a point of duty to browse the World Wide Web daily in order to improve efficiency, integrating digital technologies into the job or personal endeavours, improving methods of communicating with others online, teaching others digital skills among others. Little actions of these nature according to them, will go a long way to improving the level of digital abilities over time. This portends that the more a secretary makes an effort to imbibe digital technologies and the Internet into his/her life, the faster his/her skills improve. In the same vein, ILO (2021) mentioned that there will also be an increasing demand for the knowledge of foreign languages, especially English. This is because English is the main language of digital technologies and also the language that enables greatest access to digitally-based learning and work opportunities posted through digital platforms and digital value chains.

Education Policy. Ideally, the industries expect institutions to teach the adapted digital skills before graduates enter the workforce. Education and training are central to preparing the workforce and society to benefit from exponential technologies. So, ITU (2020) believed that training institutions need to structure curriculum designs while identifying required skills in the coursework and defining the teaching and learning methods, as well as working in coordination with employers regarding their expectations of job skills so as to link industrial skills to curricula.

Employers have a role to play as curriculum advisers and advocates for better work preparation in schools by aligning skill training initiatives with real work opportunities through the creation of demand-driven training to employment programme. Organizations also may turn themselves into learning avenues

by aligning their plans for digitally upskilling of their workforce to their business objectives. Therefore, there is need for educational systems to provide a pedagogical model based on competencies while incorporating digital reskilling and upskilling in the technical, managerial, personal and social fields for secretarial professionals, who are digital citizens, digital workers or digital makers in order to reduce the lacuna between educational programmes and labour markets demands.

The ultimate success of a Business Education curriculum is not only measured in students' academic performance but through the results of that academic performance in the work-place. Poth (2019) advocated that educators ought to know what the job market looks like, what skills the students need, and how they can be helped to develop those skills. Thus, schools need to design learning experiences that will prepare learners to become leaders, designers, problem solvers and innovators.

Technology is a new tool that sharpens the global economy and equips individuals with long life learning. Teachers and tutors are the backbone of the delivery of learning. It is their digital capabilities that are the key enablers of transmitting knowledge online. In this era of digitalization, according to Emeasoba, Akudolu and Agbo (2022), lecturers must be digitally competent in order to meet up with global standard by shifting from traditional teaching, learning and research methods to a more digital approach, which involves the use of technology and digital skills. Therefore, there is a need to restructure traditional pedagogy and curricula based on critical analysis of the use of ICT tools, while teachers and trainers of secretaries themselves should be constantly trained in order to leverage on the new technologies by modernizing their teaching methods and interaction with learners.

Conclusion

The knowledge economy is fuelled by innovation, research, and rapid technological advancement that is characterized by highly skilled employees whose jobs require special knowledge or skills. Technology which heralds acquisition of digital skills has made it highly imperative for secretaries to improve their digital professional capacities. Therefore, if digital skills acquisition is embedded in education and training of secretaries, it will enable them to secure decent work in the digital economy, whether as technology specialists, leaders of digitally-enabled businesses or workers in digitally-enabled jobs across the economy.

Recommendation

1. The curriculum used for the training of secretaries should be reviewed to incorporate digital and soft skills for all of education system.
2. Training institutions should be properly funded to enable them procure and install modern technology equipment for effective training and proper acquisition of social media application skills.
3. Organizations should organize training inform of workshops, conferences, symposia, on-the-job, etc. that will enable them train secretaries on software application and maintenance, digital infrastructure, workforce development to realign policies and institutions to the digital economy in order to respond to changes in skills requirements triggered by automation and digitization.

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INFLUENCE OF LARGE CLASS SIZE ON BUSINESS EDUCATION TEACHERS' AND STUDENTS' EFFECTIVE TEACHING AND LEARNING OF PRACTICAL-BASED COURSES IN COLLEGES OF EDUCATION IN SOUTH-WEST, NIGERIA

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Abstract

The disparity between the rate of admission in Nigeria's higher institutions of learning and the available facilities has been a longstanding issue in the country's education system. The situation is persistent, and it becomes worrisome as it affects both students and teachers, especially when it comes to practical-based courses. The study examined the influence of large class size on business education teachers and students' performance in practical-based courses in colleges of education in south-west Nigeria. A descriptive survey research design was adopted. Two research questions guided the study; two null hypotheses were formulated and tested at a 0.05 level of significance. The population consisted of 1,403 business education students and 33 teachers in two Federal Colleges of Education in Oyo and Ondo states respectively representing Federal Colleges of Education offering Business Education in South-west, Nigeria. One hundred and forty students were randomly sampled, and the entire 33 business education teachers were the respondents for the study. A structured questionnaire with 20 items which was duly validated by three experts in business education with a Cronbach Alpha reliability coefficient of 0.87 was used to generate data from the respondents. Mean was used to analyze the data collected to answer the research questions while the hypotheses were tested using independent t-test statistics at a 0.05 level of significance. The study found that large class size has a great negative influence on business education teachers and students' performance in practical-based courses in colleges of education as teachers find it difficult to move around the class, have difficulty in assessing students in large classes due to work overload and they are more prone to high rate of stress and health issues. The study concludes that large class size has a significant detrimental influence on both the teachers and students of business education, especially when it comes to practical-based courses. Based on these findings, it was recommended among others that adequate facilities most especially laboratories and computer systems be provided to ease the teaching/learning process in practical-based courses and that an appropriate teacher-student ratio be maintained in the colleges of education to relieve the teachers of excess workload and enhance students' academic performance.

Keywords: Large class size, Business education teachers, students, practical-based courses.

Introduction

The issue of large class size confronting business education nowadays continues to bother researchers and business educators in particular. Business education being a skill acquisition programme, requires the teacher to monitor the students during practical classes to ensure proper and active participation of the students and know the strengths and weaknesses of each student to know how to assist the individuals in getting the appropriate skills.

A class consists of a homogenous group of pupils, who work and progress through well-supported learning environments. Classroom size can be defined as the population of a particular class in terms of the number of students per teacher (Odeyale, Gokum, & Odeyale, 2018). The Glossary of Education Reform (2018) refers to class size as the number of students in a given course or classroom, specifically, either the number of students being taught by individual teachers in a course, or the average number of students being taught by teachers in a school, district or education system. Ayeni and Olowe (2016) view class size as the actual number of students in a given course or classroom, specifically either the number of students being taught by individual teachers in a course or classroom, or the average number of students being taught by teachers in a school or educational system. It is the total volume of a classroom. By implication, the class is a determinant factor of students' progress and academic achievement.

A classroom may be undersized, moderate (small) or oversized (large). When the ratio of teacher in a class to student is lower than required (for instance 1:5), such a class is undersized. When the ratio of teacher in a class to student corresponds with the requirement (for example 1:30), the class is moderate and when the ratio of teacher to student in a class is excessively higher than required (for instance 1:50 and above), the class is large (National Commission for Colleges of Education - NCCE, 2020). Epri (2016) stresses that an overcrowded classroom has more students assigned to a classroom building than the number of students it was designed to accommodate. When the capacity of the classrooms is exceeded, it places greater demand on the schools' existing resources and infrastructure that need to be used for effective learning. Not only the building, the teacher and other teaching-learning resources are also affected by populous classes.

The classroom is the heart of any educational system. No curriculum planning is complete without the implementation and evaluation of the curriculum outcome in the classroom where most of the class learning activities take place hence, the classroom environment should be suitable for the teaching-learning process to take place effectively and efficiently. The classroom environment becomes an important aspect of learning for students. Hall (2012) opines that friendly and welcoming classroom environments are vital to efficient student performance. When schools do not have enough facilities such as classrooms, lecture theatres, halls, and laboratories to mention but a few, to accommodate increasing numbers of students, there is a tendency for large class sizes to be created. Business education classes are crowded.

In the opinion of Martirosyan (2015), pedagogical researchers have applied the construct of satisfaction to the educational setting, recognizing the need to monitor student satisfaction as a means of assessing the overall performance of higher education institutions. Similarly, Plank and Candliffe (2011) submit that good classroom organization provides a strong foundation for quality learning. Their research found that learning outcomes are higher in less noisy schools than in high-noise-level schools. Students in large class sizes generally tend to make more noise than students in small class sizes. Students need a quiet environment to achieve quality learning and be able to hear clearly and understand what is being spoken to perform a given task well. When this ability is diminished through unnecessary noise, students do not perform well. As Earthman in Epri (2016) testifies that overcrowded schools are noisier, create more non-instructional duties and paperwork, and hinder learning.

In a study carried out by Wang and Calvano (2022), it was discovered that students perceive lower levels of teacher interaction and satisfaction in larger classes. Christopher (2013) also laments that a high teacher-student ratio affects the quality of delivery of practical courses like word processing, data processing, shorthand and others. In essence, the academic performance of students is a function of class size. Ayeni and Olowe (2016) opine that large class size affects students' assimilation, leads to a high rate of examination malpractice and there are not enough facilities to enhance learning. The authors further stress that large classes encourage regular lateness to lectures and some students are less attentive. Corroborating these views, Zyngier (2014) and Epri (2016) state that as class size increases, achievement decreases; the facilities and teaching/learning resources are also overstretched. In order to ensure that half-baked graduates are not produced in business education, the issue of large class size should be addressed urgently in the Nigerian institutions of higher learning.

Statement of the Problem

The rate of admission in Nigeria's higher institutions of learning is not commensurate with the available facilities. The carrying capacity of available facilities such as lecture theatres, classrooms, laboratories and even personnel are overstretched. It has been observed in a few institutions offering business education programme in Nigeria that teachers are overloaded with work and the classrooms/lecture theatres are overstretched hence, the desired results are not being achieved. For instance, in practical-based courses such as word processing/keyboarding, shorthand and others, there is the need for the teacher to move around and supervise the students at work for easy guidance.

It is quite challenging when a teacher has a large number of students to handle and no sufficient space to move around in the classroom. When teachers deal with a smaller number of students, the teacher to students' learning is more effective and one can monitor the students' academic performance fairly well but, in a situation where the teacher has a larger number of students in one class, the teacher would be compelled by circumstance to focus more on the brilliant students. Some of the students might not understand what they are taught, because it is strenuous to check exercises, and there is excessive work to do.

It is expected of business education students, most especially those in the colleges of education to be able to produce advanced display work and tabulations, literary work, apply graphics in textual documents, possess accurate keyboarding skills, type assignments, office correspondence and even produce their final projects themselves. On the contrary, it is disheartening to say that these students are performing below expectations to the extent that they are fond of contracting out the work that is meant for them to untrained computer operators at the business centres. The question agitating the mind of the researchers is: can the product of business education acquire adequate skills in school and compete favourably with other global workers if the issue of large class size is not addressed? Also, to the best knowledge of the researchers, no study has been conducted to combine large class size, business education teachers and students' performance in practical-based courses, hence the dire need to carry out this study.

Research Questions

- i) What is the influence of large class size on business education students' performance in practical-based courses?
- ii) What is the influence of large class size on business education teachers in practical-based courses?

Hypotheses

- H₀₁:** There is no significant difference between the mean responses of business education teachers and students regarding the influence of large class size on students' performance in practical-based courses.
- H₀₂:** There is no significant difference between the mean responses of business education teachers and students regarding the influence of large class size on teachers in practical-based courses.

Methods

For this study, a descriptive survey research design was adopted. The population consisted of 1,403 business education students and 33 teachers: 766 students and 18 teachers from Federal College of Education (Special), Oyo, Oyo State and 637 students and 15 teachers from Adeyemi College of Education, Ondo, Ondo State, respectively, representing Federal Colleges of Education offering Business Education in South-West Nigeria. One hundred and forty students were randomly sampled and the entire 33 business education teachers. A 20-item structured questionnaire tagged Large Class Size and Business Education Teachers/Students' Performance in Practical-based Courses (LCSBETSAPC) generated from the research questions after an extensive review of related literature was the instrument used for data collection. A four-point modified Likert rating scale was adopted. The responses were weighted on the following: Strongly Agree (SA) - 4 points, Agree (A) - 3 points, Disagree (D) - 2 points and Strongly Disagree (SD) - 1 point. The instrument was duly validated by three experts with a Cronbach Alpha reliability coefficient of 0.87.

A total of 173 copies of the questionnaire were distributed by the researchers and 2 research assistants, out of which 166 were returned representing 96% return rate. The data collected to answer the research questions were analyzed using mean scores. The hypotheses were tested using independent t-test

statistics at a 0.05 level of significance. The decisions on research questions were taken using the following interval limits: 1.00 - 1.74 Strongly Disagree, 1.75 - 2.49 Disagree, 2.50 - 3.24 Agree, and 3.25 - 4.00 Strongly Agree. For the hypothesis, if the observed p-value is less than or equal to the fixed p-value, the hypothesis was rejected, if otherwise the hypothesis was not rejected.

Results

Research Question 1: What is the influence of large class size on business education students' effective learning of practical-based courses?

Table 1: Respondents' mean ratings on the influence of large class size on business education students' effective learning of practical-based courses

S/No	Items	Students		Teachers	
		Mean	Remark	Mean	Remarks
1	Getting a suitable venue for practical lectures is a great problem affecting students' learning in large classes, especially in practical-based courses.	3.31	Agree	3.73	Strongly agree
2	Large classes affect the assimilation rate of students negatively in practical-based courses.	3.01	Agree	3.15	Agree
3	The majority of students are always less attentive in large classes which affect their learning of practical-based courses.	3.09	Agree	2.42	Disagree
4	There is difficulty for students in hearing the teachers well which affect them in taking proper instructions in practical-based courses.	3.05	Agree	3.23	Agree
5	Students learn theoretical works more than practical in large classes which makes it challenging for them to acquire practical skills.	3.06	Agree	3.69	Strongly agree
6	Teachers are not able to demonstrate practical skills in large classes, this makes it difficult for students to acquire the right practical skills.	2.96	Agree	3.08	Agree
7	In larger classes, students' academic achievement tends to be lower, which discourages their participation in practical-based courses that are also large.	3.00	Agree	2.04	Disagree
8	Participation of students in large classes is very low which affect their learning in practical-based courses.	2.81	Agree	2.04	Disagree
9	Lateness and absenteeism are encouraged in large classes making it difficult to learn practical-based courses.	2.89	Agree	3.27	Agree
10	The examination malpractice rate is high in large classes, which makes students to develop a lazy attitude towards practical courses.	2.94	Agree	3.58	Agree
Weighted Mean		3.01	Agree	3.02	Agree

Source: Field Survey, 2022

Table 1 shows students' perception of the influence of class size on business education students' performance in practical-based courses. Respondents attest to items 1-10 positively with mean scores ranging from 2.81 to 3.31 meaning that large class size influences business education students' performance in practical-based courses negatively.

Table 1 also shows teachers' responses on the influence of class size on business education students' performance in practical-based courses. Their responses were positive on items 1, 2, 4, 5, 6, 9 and 10 with means ranging from 3.08 to 3.73 while they disagreed with items 3, 7 and 8 with mean scores ranging from 2.04 to 2.42. However, the cluster mean of 3.02 confirms the respondent's agreement that

large class size have a great negative influence on business education students' performance in practical-based courses.

Research Question 2: What is the influence of large class size on business education teachers in practical-based courses?

Table 2: Respondents' mean ratings on the influence of large class size on business educators effective teaching of practical-based courses

S/No	Items	Students		Teachers	
		Mean	Remarks	Mean	Remarks
11	Teachers are not able to interact with students personally because the practical-based classes are too large	3.13	Agree	3.81	strongly agree
12	Large practical classes are too noisy making it difficult for teachers to teach effectively.	3.06	Agree	3.50	strongly agree
13	Teachers find it difficult to give and mark many assignments because of the number of students.	2.77	Agree	3.08	Agree
14	Large classes affect the allocation of time for teaching/learning especially for large classes.	2.86	Agree	3.00	Agree
15	It is always difficult to get continuous assessment scores before the examination because teachers have to deal with many scripts.	2.93	Agree	2.69	Agree
16	In large practical classes, a teacher-centered method of teaching is consistently employed as it's deemed easier compared to other methods by the instructors.	2.91	Agree	1.96	Disagree
17	The facilities intended to improve teaching and learning in large practical-based classes cannot go round the students, which makes the teacher's job more challenging.	3.13	Agree	3.46	strongly agree
18	Inadequate availability of computers for hands-on learning among a large number of students makes it difficult for the teachers to be effective.	3.11	Agree	3.04	Agree
19	Teachers are prone to high rates of stress in large practical classes because they have to attend to each student.	2.93	Agree	3.31	strongly agree
20	Communicating effectively with each student to ensure understanding and clarity during practical demonstrations is hindered in class size.	2.85	Agree	1.69	Strongly disagree
Cluster Mean		2.97	Agree	2.95	Agree

Source: Field Survey, 2022

Table 2 reveals students' responses on the influence of class size on business education teachers in practical-based courses. Respondents agreed with all the items with mean scores ranging from 2.77 to 3.13 and a cluster mean of 2.97 which connotes a negative influence of large class size on business education teachers in practical-based courses.

Table 2 also shows teachers' responses on the influence of class size on business education teachers in practical-based courses. Their responses were positive on items 1 to 5 and 7 to 9 with mean scores ranging from 2.69 to 3.81 while they disagreed with items 6 and 10 with mean scores ranging from 1.69 to 1.96. Business education teachers opined that despite the high teacher-student ratio, different methods of teaching are still being introduced and teachers handling large classes still try their best to perform optimally. However, the cluster mean of 2.95 confirms that the respondents agreed that large class size have a great negative influence on business education teachers in practical-based courses as they find it difficult to move around the class, assessing students in large classes is very tasking and they are more prone to high rate of stress and health issues.

Hypotheses

H₀₁: There is no significant difference between the mean responses of business education teachers and students regarding the influence of large class size on students' performance in practical-based courses.

Table 3: Summary of independent t-test of the difference between mean responses of business education teachers and students on the influence of large class size on students' performance in practical-based courses

Group	N	Mean	SD	Df	t-cal	p-value	Decision
Business Education Students	140	30.13	8.11	164	0.059	0.953	Not Rejected
Teachers	26	30.23	7.78				

Source: field survey, 2023

The result in Table 3 shows that the degree of freedom of 164 has a t-value of 0.059 and a p-value of 0.953. Since the p-value of 0.953 is greater than the level of significance or alpha value of 0.05 the null hypothesis was not rejected. This indicates that there was no significant difference between the mean responses of business education teachers and students regarding the influence of large class size on students' performance in practical-based courses ($t_{164} = 0.059$, $p=0.953$).

H₀₂: There is no significant difference between the mean responses of business education teachers and students regarding the influence of large class size on business education teachers in practical-based courses.

Table 4: summary of independent t-test of the difference between mean responses of business education teachers and students on the influence of large class size on business education teachers in practical-based courses

Group	N	Mean	SD	Df	t-cal	p-value	Decision
Business Education Students	140	29.68	8.32	164	0.079	0.937	Not Rejected
Teachers	26	29.54	8.29				

Source: field survey, 2023

The result of the table above shows that the degree of freedom of 164 has a t-value of 0.079 and a p-value of 0.937. Since the p-value of 0.937 is greater than the level of significance or alpha value of 0.05, the null hypothesis was not rejected. This indicates that there was no significant difference between the mean responses of business education teachers and students regarding the influence of large class size on business education teachers in practical-based courses ($t_{164} = 0.079$, $p=0.937$).

Discussion of Findings

The study examined the influence of large class size on business education teachers and students' performance in practical-based courses in colleges of education in south-west Nigeria. From the findings on Research Question one and research question one which revealed that there was no significant difference between the mean responses of business education teachers and students on the influence of large class size on students' performance in practical-based courses, it was revealed that large class size influenced students' performance in practical-based courses negatively. This means that large class sizes affect students' concentration in the lesson, make it difficult to hear the teachers and not able to do practical right in the presence of the teacher. All these combined lead to negative perform of students in practical-based courses. This is in line with the views of Ayeni and Olowe (2016) that large class size affects student's assimilation, leads to a high rate of examination malpractice and there are no enough facilities to enhance learning. The authors further stress that large classes encourage regular lateness for lectures and some students are less attentive. Corroborating these views, Zyngier (2014) and Epri (2016) state that as class size increases, achievement decreases; the facilities and teaching/learning resources are also overstretched. Furthermore, Ajayi, Christiana and Ajayi (2017) emphasize that effective teaching is difficult in overcrowded classes and a majority of teachers are faced with instructional, physical, discipline and evaluation problems in large classes. These views were supported by Wang and Calvano (2022) that students perceive lower levels of teacher interaction and satisfaction in larger classes. It becomes imperative that interaction, management, organisation/instructional design, technology, content and pedagogical skills are highly needed for successful teaching (Mamman & Saba, 2022). This means that for one to be a successful teacher in a practical class, these skills must be acquired.

Results of Research Question two and hypothesis two which reveals that there was no significant difference between the mean responses of business education teachers and students regarding the influence of large class size on business education teachers in practical-based courses ($t_{164} = 0.079, p=0.937$). It was revealed that both business education teachers and students strongly agreed that large class size has a great negative influence on the teachers in practical-based courses. This means that large classes do not only affect students negatively, but also the teachers. Teachers are prone to high rates of stress/health issues and find it difficult to assess students in large classes. This is corroborated by Epri (2016) that teachers were overloaded because of the increase in class size, spending a lot of time on assessment and marking. Eunice in Mamman, Chadi and Jirgi (2015) support the view that learning occurs in proportion to class size as teachers find it difficult to manage large classes effectively.

Christopher (2013) also supports the view that a high teacher-student ratio affects the quality of delivery of practical courses like word processing, data processing, shorthand, and others. In essence, the academic performance of students is a function of class size. Attesting to these views, Epri (2016) notes that effective teaching was not possible in overcrowded classes and a majority of the teachers were facing instructional, discipline, physical and evaluation problems. The author states further that large class influences the amount of time spent on setting assessment tasks, marking and providing feedback: teachers could not move freely around the class and teachers were unable to assess the students individually, establish individual learning capabilities and unable to support students with special needs.

Conclusion

Based on the findings of the study which revealed that large class size negatively influences students' performance and business education teachers in practical-based courses, it was concluded that large class size has a significant detrimental influence on both the teachers and students of business education, especially when it comes to practical-based courses. The implication of this is that students may not be able to acquire adequate skills in practical-based courses that will enable them to compete favourably in the global workplace. It could also be implied from the findings that teaching/learning facilities are overstretched, teachers are overloaded with work, stressed up, faced with health issues and they might be unable to perform optimally. If nothing is done to ameliorate this situation, business education teachers are at risk of health challenges, leading to early death.

Recommendations

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

1. There is a need for lecturers to divide the practical class into smaller groups to encourage teamwork and collaboration. This approach allows students to actively participate in practical activities, share responsibilities, and learn from their peers. It fosters a sense of community and helps students support each other in their learning journey.
2. The management of colleges of education should employ more lecturers and teaching assistants for practical-based courses. The lecturers should enlist the help of teaching assistants to provide more personalized attention to students. TAs can assist during practical sessions, offer one-on-one support, and address individual questions or concerns. This additional support can significantly improve students' learning experiences.

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