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## Strategies for Stimulating Skills Acquisition in Business Education in Universities in Delta State

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### ABSTRACT

*This descriptive survey was adopted to assess Business Education lecturers stimulating strategies for enhancing skill's acquisition in Business Education programme in Universities in South-South Nigeria. The population comprises 123 lecturers in Business Education which also served as sample. A 29-items questionnaire was the instrument used for data collection. It has two parts; Part A (4 items on demographic variables of the respondents, while Part B contains 21 items related to the research question. The questionnaire was validated by two (2) experts in Business Education and (2) experts in Measurement and Evaluation at the Delta State University, Abraka. A questionnaire was administered to twelve (12) lecturers of Business Education at Nnamdi Azikiwe University, Awka to establish its reliability. The data obtained were subjected to cronbach's alpha and yielded a reliability coefficient of 0.86. Mean and standard deviation were used to answer the research question items. The findings are; the need for recruitment of qualified teachers in Business Education, teachers in Business Education must have requisite skills to teach business courses, teachers in Business Education should have a competency-based education among others. It was recommended that adequate funding should be provided by school authorities and qualified Business Education lecturers should be employed to teach.*

**Keywords:** *Quality Assurance, Teachers Strategies, Skills Acquisition, Business Education Universities.*

### INTRODUCTION

Business Education is a branch of vocational education. It is a part of education that involves the training of business skills to enable the students after the completion of their programme to set up their own businesses, thus, promoting self-employment and self-reliance. The Business Education programme is offered at Colleges of Education and Universities in Nigeria with the aim of equipping the recipients with relevant skills, knowledge, attitude and understanding of the business world. The

knowledge acquired by Business Education graduates can help to contribute greatly to the growth of the Nigerian economy. Aliyu (2013), states that Business Education as education for and about business. Ajoma (2010), opined that Business Education as that education which provides its graduates with training in business skills and economic competencies relevant for them to advance in business careers. Udo (2016) describes Business Education as an aspect of vocational and technical education which is designed to develop competencies in management,

administration, marketing, book keeping, accounting, office technology and information and communication technology. These are business skills that equip and empower graduates to live, learn and work as productive members in a globalized economy. Onyoson and Ashibogu in Chundusu and Jwanpe (2017) emphasize the goals and objectives of Business Education at all levels of education as the development of basic skills for personal use in the future as well as:

- i. to acquire the basic knowledge and skills of Business Education;
- ii. to relate the knowledge and skills acquired for national development;
- iii. to develop basic skills in office occupation;
- iv. to provide the needed background for teaching in business subjects,

According to Ezeani (2012), Business Education is a preparation for a career in business when instruction is designed to prepare youths and adults 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.

Business Education prepares students for an occupation in business or a business-related field or a teaching career in the academics (Dhaka, 2011). Esene (2012) defines Business Education as education for and about business or training in relevant skills in office occupation. The goals of Business Education are:

- i. To provide opportunity for practice job preparation or vocation studies for students in

order to make them render effective and efficient services in office, distributive and service occupations.

- ii. To prepare students, based on interests and aptitudes with the skills, knowledge and attitudes needed to enter into a business occupation, advance and profit in it.
- iii. To provide opportunities for students to develop an understanding of the business and economic system of the nation so as to enable them to participate actively as producers and consumers of goods and services.
- iv. To develop in students the basic awareness of the contribution which business and office employees make to the nation's economy.
- v. To develop and improve the personal qualities and attitudes of students as required in personal and employment situations.
- vi. To serve as a guide for individual students for suitable placement in business and office employment.
- vii. To enable students, have career consciousness and economic understanding of the free enterprise system
- viii. To prepare students for leadership position in both public and private lives.

Business Education programme requires quality in order to fulfill its main purpose in the area of wealth creation through individual's ability to set up their own businesses. Quality means fitness for use,

when quality is achieved the result is excellent in every organization. Oyeleye (2017) states that quality is the extent of excellence, a standard against which to evaluate processes, performance and products. Uvah (2005) stated that quality is the degree of excellence and a level of value in a product. Quality refers to the measure of effectiveness, efficiency and satisfaction. Business Education programme requires qualified teachers in tertiary institutions in order to impart sufficient skills to students to make them self-employed after graduation. Quality assurance is a necessary measure of enhancing or ensuring quality in every organization. Quality assurance aims at preventing problems and ensures that the products of the system conform to the expected standards (Okoli, Utoware & Kaizer, 2017). This is the concept of skills acquisition programme in Business Education at any level of education where it is offered.

Skill refers to special ability or expertise to do something well, which is gained by learning and having undergone a particular training exercise. (Tajudeen, 2014). Aderogba (2011), maintains that effective skills acquisition in education is an indispensable tool towards producing a self-reliant nation and dynamic economy. It is therefore important that every nation should strive to have a thorough assessment of the citizen on skills acquired in order to provide those skills that are yet to be achieved which can make the nation to compete with other nations of the world. Educational programmes have to be tailored towards skill acquisition programmes in which Business Education has made considerable acquisition programmes. A skill can be described as the ability to do something which is acquired by training, while acquisition is the gaining of

something for oneself after training. Skill, according to Ezeani (2012), is the art of possessing the ability to power, authority, or competency etc. to do the task required of an individual on the job.

Zakka, Bewaran, and Wetnwan (2017) suggest ways through which skills acquisition in OTM can revamp the Nigerian Economy:

- i. Employment generation and poverty reduction
- ii. Resource mobilization
- iii. Wealth creation and Increased GDP
- iv. Technological Development
- v. Improvement in standard of living
- vi. Reduction of urban drift and enhancement of social status of the citizenry
- vii. Source of government revenue
- viii. Industrial development

Amesi (2017) reveals the impacts of quality Business Education programme on skills acquisition by Business Education students in the following ways:

- i. Develop in students the ability and desire to keep records for personal use
- ii. Provide commercial knowledge for personnel use and for further education
- iii. Develop in students the habit of wise use of services offered by commercial institutions
- iv. Develop in students the understanding of some of the problems and characteristics of business enterprise
- v. Prepare and encourage students to be prudent and effective in the management of scarce resources
- vi. Develop in students the ability to take down dictation from the Boss using shorthand or stenotype machine

- vii. Develop in students the ability to engender growth process and changes that are never ending
- viii. Develop in students the ability to make appointment for executive and reminding him or her of the appointments
- ix. Develop in students the ability to keep personal records of events in the offices

Okoli, Utoware, and Kaizer (2017) reveal the quality curriculum strategies for promoting skills acquisition in Business Education programme in Universities as follows:

- i. Appropriate Business Education curriculum design
- ii. Appropriate implementation of Business Education curriculum content
- iii. Review of existing Business Education curriculum to accommodate maximum practical skills
- iv. Business Education curriculum should be result-oriented and more responsible to labour market needs
- v. Business Education curriculum should encourage practical activities and provision of high quality work-based learning enterprise
- vi. Ensure that key competencies are integrated into Business Education curriculum and develop appropriate means of assessment
- vii. Business Education curriculum should give learners access to appropriate up-to-date technical equipment, teaching materials and infrastructure
- viii. Business Education curriculum should adhere to accreditation requirement

Okoli, Utoware, and Kaizer (2017) also reveal the quality personnel strategies for promoting skills acquisition in Business Education programme in universities as follows:

- i. Recruitment of qualified teaching personnel in Business Education.
- ii. Teaching personnel in Business Education must have requisite teach to skilled Business courses
- iii. Teaching personnel in Business Education should have a competency-based education
- iv. Teaching personnel in business education must have good knowledge of Business Education courses
- v. Training and retraining of teaching personnel in Business Education
- vi. Teaching personnel in Business Education must have appropriate knowledge of students' guidance and mentoring
- vii. Teaching personnel in Business Education must adhere to staff quality control
- viii. Teaching personnel in Business Education must be effectively motivated.

The success of skills acquisition in Business Education programme depends on the availability of qualified teachers that will stimulate the educational process and impart relevant skills to the students. Therefore, no educational system can underrate the quality of their teachers. The teachers can make or mar every educational system as the case may be.

### **Statement of the Problem**

Federal Republic of Nigeria (FRN, 2013) emphasizes the acquisition of relevant skills, abilities and competencies both mental

and physical considered valuable for all Nigerians to live and contribute to sustainable national development. The FRN states that the nation's educational activity should focus on the students in order for them to acquire maximum skills for self-development and self fulfilment in their life pursuits. Most graduates of Business Education in Nigeria find it difficult to secure gainful employment, rather they seek government jobs for survival. The problem graduates of Business Education have in attaining quality assurance in Business Education has been attributed to factors such as ineffective and inefficient delivery system of the pedagogical methods adopted by the lecturers. The products of Business Education programmes are not well equipped with relevant knowledge and skills to enable them establish their private enterprises. The problem of the study therefore, is, what are Business Education lecturers' stimulating strategies for enhancing skills acquisition in Business Education programme in universities?

### ***Purpose of the study***

The purpose of the study is to assess Business Education lecturers' stimulating strategies for enhancing skills acquisition in Business Education programme in universities.

### ***Research Questions***

The following research question was raised to guide the study.

What are lecturers' stimulating strategies for enhancing skills acquisition in Business Education programme in universities.

### ***Hypotheses***

The following hypothesis was formulated for the study.

1. There is significant difference in the mean rating between male and female lecturers stimulating strategies for enhancing skills acquisition in Business Education programme in universities.
2. There is significant difference in the mean rating between state and Federal universities stimulating strategies for enhancing skills acquisition in Business Education programme in universities.

### **METHOD**

The descriptive survey designed was adopted for the study, which assessed lecturers stimulating strategies for enhancing skills acquisition in Business Education programme in universities. The population comprises 123 lecturers in Business Education programme in universities in South-South Nigeria. The population also served as sample. Hence there was no need for sampling. A 25-item questionnaire was the instrument used for data collection. It has two parts; Part A (4 items on demographic variables of the respondents, while Part B contains 21 items related to the research question. The questionnaire was validated by two (2) experts in Business Education and (2) experts in Measurement and Evaluation at the Delta State University, Abraka. A questionnaire was administered to twelve (12) lecturers of Business Education at Nnamdi Azikiwe University, Awka to establish its reliability. The data obtained were subjected to cronbach alpha and yielded a reliability coefficient of 0.86. The questionnaire was structured on 4-points rating scale of strongly

Agree-(4 points), Agree (3 points), Strongly disagree (2 points) and disagree (1 point). Mean and standard deviation were used to answer the research question. In analyzing the items, a mean of 2.50 above was regarded as agree, while a mean below 2.50 was regarded as disagree. T-test statistics was used to test the hypothesis at 0.05 level of significant. If t-calculated is less than table value, hypothesis is retained, while if t-

calculated is greater than table values, hypothesis is rejected.

**RESULTS**

The result of the study is presented in table 1

What are lecturers’ stimulating strategies for enhancing skills acquisition in Business Education programme in universities.

**Table 1:** Mean ratings of Lecturers on stimulating strategies for enhancing skills acquisition in Business Education programme in Universities (N=123)

S/N	Questionnaire Items	Mean	SD	Remarks
1	Recruitment of qualified teachers in Business Education	2.89	0.98	Agreed
2	Teachers in Business Education must have requisite skills to teach business courses	2.90	0.74	Agreed
3	Teachers in Business Education should have a competency-based education	3.10	0.90	Agreed
4	Teachers in Business Education must have good knowledge of Business Education courses	2.98	0.92	Agreed
5	Training of Teachers in Business Education is paramount	2.79	0.86	Agreed
6	Retraining of Teachers in Business Education is paramount	2.87	0.75	Agreed
7	Teachers in Business Education must have appropriate knowledge of students guidance	2.99	0.88	Agreed
8	Teachers in Business Education must have relevant knowledge of students mentoring	3.13	0.66	Agreed
9	Teachers in Business Education must adhere to staff quality control	2.99	0.70	Agreed
10	Teachers in basic education must have adequately furnished offices	2.82	0.91	Agreed
11	Teachers in Business Education must have model offices	2.91	0.96	Agreed
12	Teachers in Business Education must be paid regularly.	2.87	0.84	Agreed
13	Teachers in Business Education must have appropriate curriculum design	2.64	0.79	Agreed
14	Teachers in business must implement of Business Education curriculum content	2.69	0.83	Agreed
15	Teachers in business must review existing Business Education curriculum	2.86	0.87	Agreed
16	Teachers in business should accommodate practical work.	2.93	0.76	Agreed

S/N	Questionnaire Items	Mean	SD	Remarks
17	Business Education curriculum should focus on the needs the labour market.	2.84	0.91	Agreed
18	Business Education curriculum should ensure that key competencies are integrated.	2.76	0.94	Agreed
19	Teachers in Business Education should give learners access to appropriate up-to-date technical equipment.	2.94	0.85	Agreed
20	Business education curriculum should adhere to accreditation policies.	3.15	0.97	Agreed
21	Business education programme should be adequately funded by all tiers of government.	3.19	0.80	Agreed
22	Private sectors should be encouraged to have active participation in funding Business Education programme.	2.95	0.73	Agreed
23	Business Education should establish consultancy services to generate adequate fund	2.72	0.98	Agreed
24	Business Education should seek for special intervention fund from TETFUND	2.78	0.69	Agreed
25	Periodic launching of Business Education research products to generate fund	2.81	0.70	Agreed
<b>Grand Mean</b>		<b>2.86</b>	<b>0.82</b>	<b>Agreed</b>

In the table, all the items are agreed responses since the means are 2.50 and above. The grand mean of the study is 2.86 indicating agreed response.

**Testing of Hypothesis**

H<sub>01</sub>: There is no significant difference in the mean rating between male and female lecturers stimulating strategies for enhancing skills acquisition in Business Education programme in universities.

**Table 2:** T-test result of the mean rating between male and female lecturers stimulating strategies for enhancing skills acquisition in Business Education programme in universities.

Variables	N	Mean	SD	DF	t-cal.	t-tab.	Decision
Male Business Education Lecturers	72	2.86	0.83	121	1.29	1.960	NS
Female Business Education Lecturers	51	2.74	0.92				

Since the t-calculated (1.29) is less than table value (1.960), the hypothesis which states that there is no significant difference in

the mean rating between male and female lecturers stimulating strategies for enhancing skills acquisition in Business Education

programme in universities is therefore retained.

H<sub>02</sub>: There is no significant difference in the mean rating between States and Federal

universities Business Education stimulating strategies for enhancing skills acquisition in Business Education programme in universities.

**Table 3:** T-test result of the mean rating between state and Federal universities stimulating strategies for enhancing skills acquisition in Business Education programme in universities.

Variables	N	Mean	SD	DF	t-cal.	t-tab.	Decision
State Universities Business Education Lecturers	78	2.89	0.94	121	1.13	1.960	NS
Federal Universities Business Education Lecturers	45	2.73	0.97				

Since the t-calculated (1.13) is less than table value (1.960), the hypothesis which states that there is no significant difference in the mean rating between States and federal Business Education lecturers stimulating strategies for enhancing skills acquisition in Business Education programme in universities is therefore retained.

**DISCUSSION OF FINDINGS**

The study reveals the following as quality assurance and teachers’ strategies for stimulating skills acquisition in Business Education in universities as perceived by lecturers: Recruitment of qualified teachers in Business Education, teachers in Business Education must have requisite skills to teach business courses, teachers in Business Education should have a competency-based education, teachers in Business Education must have good knowledge of Business Education courses, training of teachers in

Business Education is paramount, retraining of teachers in Business Education is paramount, teachers in Business Education must have appropriate knowledge of students guidance, teachers in business education must have relevant knowledge of students mentoring, teachers in Business Education must adhere to staff quality control, teachers in Business education must have adequately furnished offices, teachers in Business Education must have model offices, teachers in Business Education must be paid regularly, teachers in Business Education must have appropriate Business Education curriculum design, teachers in business must implement Business Education curriculum content, teachers in Business Education must review existing Business Education curriculum, teachers in business should to accommodate practical work, Business Education curriculum should focus on the needs of labour market, Business Education



curriculum should ensure that key competencies are integrated, teachers in Business Education should give learners access to appropriate up-to-date technical equipment, Business Education curriculum should adhere to accreditation policies, Business Education programme should be adequately funded by all tiers of government, private sectors should be encouraged to have active participation in funding Business Education programme, Business Education should establish consultancy services to generate adequate fund, Business Education should seek for special intervention fund from TETFUND and periodic launching of Business Education research products to generate fund. This study is consistent with the earlier study of Okoli, Utoware & Kaizer (2017). That study earlier revealed that quality and curriculum, personnel funding are strategies for promoting skills acquisition in Business Education programme in universities. The result of the hypothesis 1 indicates there is no significant difference in the mean rating between male and female lecturers stimulating strategies for enhancing skills acquisition in Business Education programme in universities, the result of hypothesis 2 indicates that there is no significant difference in the mean rating between State and Federal universities stimulating strategies for enhancing skills acquisition in Business Education programme in universities.

## CONCLUSION

Business Education is education for and about business which prepares students in Colleges of Education and Universities to acquire relevant skills and knowledge for employment, carrier aspiration and general knowledge to contribute to the nation's

economy. It is important therefore that quality assurance should be strictly adhered to in Business Education programme through quality curriculum delivery, quality teachers and quality funding being provided in Nigeria universities.

## RECOMMENDATIONS

The following recommendations are made for the study;

1. Adequate funding should be provided by school authorities
2. Qualified Business Education lecturers should be employed to teach.
3. Business Education curriculum should accommodate practical skills.
4. Business Education lecturers should be trained and retrained to acquire more skills of teaching Business Education.

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