

**BUSINESS EDUCATION PROGRAMME AND SKILLS ACQUISITION
OF UNDERGRADUATE BUSINESS EDUCATION STUDENTS IN
TERTIARY INSTITUTIONS IN RIVERS STATE**

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Abstract

The need for skills acquisition in poverty eradication to nation building can never be undermined. In doing this, the level of educational attainment and skills acquisition of the students need to be a prerequisite for selfreliance. The survey research design was adopted for the study. The population consists of 95 business educators drawn from the department of business education in selected tertiary institutions in Rivers State. There was no sample taken, as this population would be managed effectively. The researchers developed the instrument tagged “Business Educators Skills Acquisition for Teaching Business Education Skills Subject” (BESATBESS). The instrument has 11 items that was duly validated by three experts in business education. The data collected were analyzed using the mean statistic, while z-test was used to test the two generated null hypotheses. Any mean score of 2.5 and above was termed accepted and mean scores below 2.5 were termed as not accepted. The findings revealed that pedagogical and instructional planning competencies are highly required by business educators for effective teaching of business education to students. It was also revealed that communication competencies are highly required for effective teaching of business to students. Based on the findings in the study, it was therefore necessary to note that there are no ICT facilities in the teaching of business education programme in tertiary institutions in Rivers State, and it was further recommended that, teachers in business education programme should be retrained in ICT programme and packages in tertiary institutions in Rivers State.

Keywords; *Business education, programme and skills acquisition.*

Introduction

Education and training remain the most vital instruments for enhancing human capacity development and empowerment. If this must be achieved, it should be given to people at the time they are young and energetic so that they can make their own

impact on the society to which they belong. There is wide acceptance of the need to pay adequate attention to the education of women in Nigeria after several concerted effort made at making all students acquire the needed skills for self-reliance.

Every individual desires to apply and maintain the best practice needed to translate the required change into project that needed skills for the benefits of achieving their predetermined goals. Functional skills are needed to function efficiently and effectively in the present Nigerian Environment. The country needs to create an atmosphere that will provide talented individuals with the functional skills acquisition that they need to explore and understand which are suitable for the present time. Functional skills are qualifications that have been developed by the United British Kingdom Government as part of an initiative to improve the country's literacy.

Conceptual Framework

Business education cannot be so easily define because different people have different views about the subject matter. According to perspective of the ordinary man, business education is related to subject in secondary schools such as book-keeping, shorthand, typewriting, business law, commerce and others. The Joint Committee of the National Business Education Association and Business Office, Education Division of American Vocational Association (1980) states that business education is a broad comprehensive discipline whose instructional programme encompasses: The knowledge, attitude and skills needed by all citizens in order to effectively manage their business and economic system. It is such that vocational knowledge and skills needed for entry level employment and advancement in a broad range of business careers. According to Osuala (1987) in Ubulom and Enyekit (2001) business education is a programme of instruction which consists of two major parts namely: office and vocational education for office career through initial refreshment and upgrading education leading to employability and advancement in office acceptance.

It is concerned with equipping the individual with skills and competences required for participation in the business world. These skills may be for personal use such as enabling the individuals to be good consumers of the products of the business enterprises. The skills may be for entry into the business community as employer or employees. Business education is therefore involved in all learning activities that relate to business and its environment that are systematically undertaking with career focus. Business education aims at making people literate in business and economic affair, especially in areas of accounting management office education, marketing, data processing, and business organization. Business education can be received formally or non-formal education. Formal business education operates through a carefully planned school curriculum, while non-formal business education is acquired through apprenticeship and other type of business training received outside the formal school system.

In other related studies Illurubo (2001) in Enyekit (2015) and Agabi (2007) are in

support that business education empowers the individuals with basic essential knowledge, skills, abilities and understanding that are necessary for effective and worthy participation in the society. Women empowerment is very essential considering the numerous tasks they face on daily basis. Empowerment of women means creating the enabling environment for them to be able to employ the competence and experiences that would enable them to gain and to create wealth for nation building. Empowerment means inculcating in the individuals the ability to master their social and natural environment and to compete for survival. Amaewhule (2007) is of the opinion that women occupy a strategic position in the society, thus they should be able to have a proper understanding of both the social and natural environment.

Business education prepares people for the word of work. Education has been portrayed as an investment in the human beings and imbued with the capacity to private added value, the individual. Amaewhule (2007) strongly emphasized that it is through education the screening for top jobs is fashioned, employers of labor prefer the educated to uneducated people during the jobs selection process. Usually certain minimum educational standards are required for certain position because it is believed that the educated person is general more flexible and more motivated adapting himself (Enyekit, Silas-Dikibo & Vinazor, 2012). He easily yield to changing circumstances, benefiting more from work experiences and training. He acts with greater initiative in problem-solving situations, assuming supervisory responsibility. Amaewhule (2007), is of the opinion that educated person can make better Salesman, Driver, Mechanic and others.

Specifically, Enyekit, Silas-Dikibo and Vinazor (2012), noted the objectives of business education to include;

1. To inform individual about and how to do business.
2. To provide career information that helps the individual grow on his job.
3. To provide continuous programme of a planned learning experience for the individual.
4. To provide educational opportunities for the students to prepare for careers in their different fields of endeavors.

The aspect of education preparing individual for livelihood cannot be over emphasized. He also means that the individual can become an entrepreneur, thus employing other people from this perspective; the business education is seen as a vital instrument for preparing business education students to become employable and self-employed or employers of labor.

Statement of the Problem

The main concerned of business education is to equipping the individual with skills and competencies required for participation in the business world. These skills may be for personal use such as enabling the individuals to be good consumers of the products of the business enterprises. The skills may be for entry into the business community as employer or employees. Business education is therefore involved in

all learning activities that relate to business and its environment that are systematically undertaken with career focus. Business education aims at making people literate in business and economic affairs, especially in areas of accounting management office education, marketing, and data processing and business organization. Unfortunately, the extent of non skills acquisition of the students has led to unemployment of the presumed beneficiaries of the programme. This seeming problem could be associated to lack of pedagogical and instructional materials and teachers' competencies in teaching business education (Enyekit, 2015). Therefore, this study is poised to assess business education programme and skills acquisition of undergraduate business education students in tertiary institutions in Rivers State.

Purpose of the Study

The purpose of this study is to determine functional and quality skills for effective teaching of entrepreneurship education required by business educators in tertiary institutions in Rivers State. Specifically, the study is poised to;

1. Determine the pedagogical and instructional planning competencies required by business educators for effective teaching of business education in tertiary institutions in Rivers State.
2. Determine the communication competencies required by business educators for effective teaching of business education in tertiary institutions in Rivers State.

Research Questions

The following research questions were formulated to guide the study.

1. What are the pedagogical and instructional planning competencies required of business educators for effective teaching of business education in tertiary institutions in Rivers State?
2. What are the effective communication competencies required of business educators for effective teaching of business education in tertiary institutions in Rivers State?

Null Hypotheses

1. There is no significant difference in the mean ratings of the responses of male and female business educators pedagogical and instructional planning competencies required for effective teaching of business education in tertiary institutions in Rivers State.
2. There is no significant difference in the mean ratings of the responses of male and female business educators effective communication competencies required for effective teaching of business education in tertiary institutions in Rivers State.

Method

The study adopted the survey research design. The population consisted of 95 male and female business educators drawn from the three tertiary institutions offering Business Education programme in Rivers State. No sample was taken as the size was manageable and considered fit for the study. The instrument for data collection was developed by the researchers and used for gathering of the information is tagged

(BEPSAS). It has 8 items which were duly validated by three experts in business education of Rivers State University of Science and Technology, and Rivers State Ignatius Ajuru University of Education, Port Harcourt respectively. The data collected were analyzed using the mean statistic, while z-test was used to test the two generated null hypotheses. Any mean score of 2.5 and above was termed accepted and mean scores below 2.5 were termed as not accepted.

Result

Table 1:

Mean Ratings of Male and Female of Business Educators on Pedagogical and Instructional Planning Competencies Required for Effective Teaching of Business Education in Tertiary Institutions in Rivers State

N = 95

S/N	Items	(\bar{X})	Remark
1	Consider learners age and individual differences skills.	3.43	HR
2	Planned learning activities with necessary pedagogies.	2.65	R
3	Review previous lesson and innovative skills in teaching.	3.60	HR
4	Improvise instructional materials and teaching aids skills.	4.02	VHR
5	Good presentation of new material skills in teaching.	3.54	HR
6	Planned appropriate teaching strategies, techniques and methods	4.00	VHR
7	Planned and create good atmosphere teaching ability.	3.12	HR
8	Planned and organized strategies for supervision ability.	3.23	HR
9	Critical thinking and preparation skills for effective teaching.	3.45	HR
	Grand Mean (\bar{X})	3.22	HR

The data in table one show that all the 9 pedagogical and instructional planning competencies have mean scores above 2.50. Implying that all the items listed are highly required for effective teaching of business education to undergraduates.

Table 2;

Mean Ratings of Male and Female Business Educators on the Communication Competencies Required for Effective Teaching of Business Education in Tertiary Institutions in Rivers State

N = 95

S/N	Items	X	Remark
10	Ability to face and communicate effectively to the students.	3.09	HR
11	Skills of critical thinking, reasoning, and logical presentation of thoughts.	3.29	HR
12	Good listening skills for effective classroom interactions.	3.21	HR
13	Skills of effective chalkboard utilization.	3.32	HR
14	Ability to use technical language in subject area in teaching.	3.22	HR
15	Good pronunciation of words and correct syllable.	4.43	HR
16	Ability to set objectives of lesson logically.	3.09	HR
17	Good skills in presentation lessons logically and sequentially.	4.23	HR
	Grand Mean (\bar{X})	3.48	

The data presented in table 2 reveal that all the 8 communication competencies have a mean score more 3.50. This means that all the items listed are highly required for effective teaching of business to students.

Hypotheses 1

There is no significant difference in the mean ratings of the responses of male and female teachers of business education on the instructional planning competencies required for effective teaching of business to students.

Table 3:
Significant Difference in Mean Ratings of the Responses of Male and Female Business Educators on Pedagogical and Instructional Planning Competencies Required for Effective Teaching of Business Education in Tertiary Institutions in Rivers State.

S/N	Items	X	X2	z-cal	Remarks	
1	Consider learners age and individual differences skills.	3.43	3.56	1.10	NS	
2	Planned learning activities with necessary pedagogies.	2.65	4.01	1.17	“	
3	Review previous lesson and innovative skills in teaching.	3.60	3.39	1.06	“	
4	Improvise instructional materials and teaching aids skills.		4.02	4.40	1.69	“
5	Good presentation of new material skills in teaching.		3.54	3.46	1.54	“
6	Planned appropriate teaching strategies, techniques and methods.		4.00	4.37	1.46	“
7	Planned and create good atmosphere teaching ability.		3.12	4.09	1.38	“
8	Planned and organized strategies for supervision ability.		3.23	3.56	1.10	“
9	Critical thinking and preparation skills for effective teaching.		3.45	4.05	1.29	“

The data presented in table 3 show that there is significant difference in the mean ratings of male and female business educators on pedagogical and instructional planning competencies required for effective teaching of business education in tertiary institutions in Rivers State. Since the calculated z-values are greater than the t-table values, the null hypothesis of no significance difference is therefore not accepted. Which means there is significant difference in the mean ratings of the respondents.

Hypotheses 2

There is no significant difference in the mean ratings of male and female business educators' effective communication competencies required for effective teaching of business education in tertiary institutions in Rivers State.

Table 4:
Significant Difference in the Mean Ratings of Male and Female Business Educators on Effective Communication Competencies Required for Effective Teaching of Business Education in Tertiary Institutions in Rivers State

S/N	Item statements	X1	X2	z-cal	Remarks
1.	Ability to face and communicate effectively to the students.	3.09	3.12	1.35	NS
2.	Skills of critical thinking, reasoning, and logical presentation of thoughts.	3.29	3.43	1.51	“
3.	Good listening skills for effective classroom interactions.	3.21	4.08	1.44	“
4.	Skills of effective chalkboard utilization.	3.32	3.22	1.55	“
5.	Ability to use technical language in subject area in teaching.	3.22	3.65	1.49	“
6.	Ability to use language that is appropriate in teaching	4.43	4.57	1.70	“
7.	Good presentation of lessons and issues logically.	3.09	3.53	1.35	“

The data presented in table 4, showed that there is significant difference in the mean ratings of male and female business educators on effective communication competencies required for effective teaching of business education in tertiary institutions in Rivers State. Since the calculated z-values are greater than the t-table values, the null hypothesis of no significance difference is therefore not accepted. Which means there is significant in the mean ratings of the respondents.

Discussion

Abifarin (2003) noted inadequate basic skills of reading, writing and arithmetic are responsible for inappropriate background of business educators for teaching of entrepreneurial education. Similarly Aghenta (1989) maintained that affective skills are the strongest response for economic, political, scientific and technological development. The implications of the studies of Abifarin and Aghenta are that; the skills of teaching business education in tertiary institutions depend on the skills acquired by the teachers. It also depicts that business educators need to be retrained to acquire the pedagogical skills to cope in the teaching of business education in tertiary institutions. The findings corroborate with an earlier study conducted by Ubulom and Enyekit (2010) who observed that pedagogical and instruction planning is essential for effective teaching in business education. Also, study conducted by Obi (2002) revealed great need for business educators to acquire information and

communication technology skills. Nevertheless, in the study of Gregoire (2008) it was revealed of the great need of communication skill for effective teaching of students requires and demand how to effectively communicate with the students in the teaching learning activities. This therefore means that business educators require the competencies of communication for effective teaching of business education in tertiary institutions in Rivers State.

Conclusion

Based on the results and findings of this study, the researchers therefore, conclude that for effective teaching of business education in tertiary institutions, there is the need for business educators to be retrained for the needed skills that would enable them teach business, as its importance for national development requires competencies and acquisition of skills for a self reliant and national economic development.

Recommendations

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

1. Business educators in tertiary institutions should be retrained.
2. Government should enact laws that would restrict quarks to be employed in business education.
3. University authorities should endeavor to organize workshops and in-service training programmes for business educators.

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