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Business Educators' Perceptions on Business Skills as Predictors of Business Success in Colleges of Education of North-West Nigeria.

GARBA MUSA

DEPARTMENT OF BUSINESS EDUCATION JIGAWA STATE COLLEGE OF EDUCATION GUMEL NIGERIA

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*Corresponding author: GARBA MUSA

DEPARTMENT OF BUSINESS EDUCATION JIGAWA STATE COLLEGE OF EDUCATION GUMEL NIGERIA

Abstract

The purpose of this study was to determine business educators' perception of vocational Business Education skills as predictors of business success. two research questions and two null hypotheses guided the study. Literatures relevant to the study were reviewed. The study adopted descriptive survey design. Jigawa and Kano State are the area of the study. A total of 71 Business Educators formed the population of the study. Purposive sampling technique was used for the study. A structured questionnaire developed by the researcher tagged: Business Educators' Perception of Vocational Skills as Predictors of Business Success questionnaire (BEPVSPBSQ) was used. The reliability values obtained were 0.89, 0.76, 0.80, 0.83, and 0.85 respectively and the overall reliability of 0.91 was obtained using Cronbach Alpha, indicating a high reliability coefficient of the instrument. The data generated for the study were analyzed using simple percentage, mean and standard deviation to answer the personal data and research questions while the null hypotheses were tested at 0.05 level of significance using inferential statistic of Analysis of Variance (ANOVA) and Pearson Product Moment Correlation Coefficient (PPMCC). The findings showed among others that there was high extent to which risk management skills determine business successes undertaken by Business Education graduates and there was high extent to which Information and Communication Technology skills determine business successes undertaken by Business Education graduates. Based on the findings the researcher recommended among others, that Business Education students should be made to acquire risk management skills so as to contribute meaningfully to the economy of the country and that Stakeholders in Business Education should co-operates and collaborate in providing tertiary institutions with adequate, suitable and up to date ICT and entrepreneurial facilities that will facilitates acquisition of skills for students and being productive in the world of work.

Keywords: Business Educators, Vocational Skills, Business Success

Introduction

Vocational Business Education is an educational program that prepares students for entry and advancement in jobs within

business and to handle their business affairs as well as to function intelligently as consumers and citizens in a business economy.

Osuala (2004), defined business education as that aspect of vocational education, which emphasizes job competency, career preparation and work adjustment. It involves acquisition of special skills in business subject areas. Njoku (2006) defined business education as an educational program that equips individuals with functional and sustainable skills, knowledge, attitude and value that would enable the individuals operate in the environment such individuals find themselves. In other words, vocational business education involves teaching students the fundamentals, theories, and processes of business. Education in this field occurs at several levels, including secondary education and higher education or university education. Vocational Business Education program is offered at various levels of tertiary education: Universities, Polytechnics and Colleges of Education.

College of Education according to Njoku (2006), cited in the Nigerian Academy of Management Administration (2014), is an educational program created to prepare individuals to be leaders and practitioners in education and related human service fields by expanding and expose to understand education as a fundamental human endeavor in helping society by defining and responding to its educational responsibilities and challenges. At this level of education, the program prepares the individuals for a career in teaching, employment in industries, civil service and business establishment as well as self-employment (Ubong & Wokocha, 2009).

Statement of the Problem

One of the goals of NCE Vocational Business Education program is the acquisition of both physical and intellectual skills which will enable individuals to be self-reliant and useful members of the society. It is statutory duty of the Nigerian higher education to groom the required human capital through relevant manpower training, abilities, attitudes, skills and knowledge. An outstanding human captain assumption is that after finishing formal tertiary education, graduates should be able to make a successful transition from these institutions of higher learning to become productive workers, self-reliant entrepreneurs, responsible parents, good citizens, selfless leaders and live healthy lives. As opined by Osuala (2009), the possession of vocational business education skills is very imperative for sustainable business. The non-possession of vocational business skills by employees as fundamental of successful and sustainable business undertakings, therefore, constitutes a problem such that, the chances of survival of the business are slim and the probability of imminent feature become high“. Hence every small and medium scale enterprises should strive to employ those graduates that have acquired and possess these fundamental skills.

Objectives of the Study

The main objective of the study is to determine if vocational business education skills serves as tool for successful and sustainable Business undertakings. Specifically, the study determines if:

- (a) Risk management Skills,
- (b) Information and communication Technology (ICT) Skills, acquired by College of Education Business Education students can determine their successful and sustainable business undertakings.

Significance of the Study

This study focuses on vocational business education skills as tool for successful and sustainable business undertakings by business

education graduates for college of education in Jigawa State. At the end of this study therefore, the findings would be beneficial to Colleges of Education across the country. As the skills to be acquired will improve understanding of its professionalism and make policy on the context so as to teach those skills effectively under the guidance of National Commission for Colleges of Education (NCCE). Teachers will also be among the beneficiaries while changing behavior of learners, as the relevancy of the skills in the real-life situation of the learners. To Societies, being the settlement of the learners, its economy will be improved since the learners will understand to engage in self-employment or work under organization to earn a living.

On the other hand, Employers of labor will be able to get those employees with skills needed so as to operate at full capacity. To researchers, the findings will help in developing facts rather than fiction.

Scope of the Study

The study will be focused on vocational business education skills possessed by NCE Business Education graduates in Jigawa State. Although there are many vocational business education skills in which Business Education graduate may likely possessed, this study is only delimited to risk management skills and ICT skills possessed by Business Education graduates in Colleges of Education of Kano and Jigawa

LITERATURE REVIEW

Business Education

Business Education has been defined by various authors as an educational program that prepares students for entry and advancement in jobs within business and to handle their business affairs as well as to function intelligently as consumers and citizens in a business economy. Osuala (2004), defined business education as that aspect of vocational education, which emphasizes job competency, career preparation and work adjustment. It involves acquisition of special skills in business subject areas. Njoku (2006) defined business education as an educational program that equips individuals with functional and sustainable skills, knowledge, attitude and value that would enable the individuals operate in the environment such individuals find themselves. In other words vocational business education involves teaching students the fundamentals, theories, and processes of business. Education in this field occurs at several levels, including secondary education and higher education or university education.

As opined by Udonkang (2002), Business Education is a program of vocational training designed to equip students with the knowledge, skills and attitudes that are essential for gainful employment so that the students may learn to live as useful and acceptable members of their communities. Igboke (2000) put it as, that aspect of the total educational program that provides attitude needed to perform effectively in the world of business as producers and/or consumers of goods and services which business offer. Oladunjoye (2017) sees Business Education as a type of education or training for preparing the individual for the world of work.

Risk Management Skills

Risk Management is the identification, assessment and prioritization of risks. International Standard Organization (ISO), defined Risk Management as the effects of uncertainty on objectives followed by coordinated and economical application of resources to minimize, monitor, and control the probability and/or

impact of infortunes events or to minimize the realization of opportunities (Hubbard, Douglas 2009). As Gonzalez (2015) perceived; risks management objectives is to ensure uncertainty does not reflect the endeavor from the business goals.

Risks can come from various sources including uncertainty in financial markets, threats from project failures (at any phase in design, development, production or sustainment life-cycles, legal liabilities, credit risks, accidents, natural causes and disasters, deliberate attack from an adversary or events of uncertain or unpredictable root-cause. There are two types of events that is, negative events can be classified as risks while positive events are classified as opportunities. Several risk management standards have been developed including the project management institute, the National Institute of Standards and Technology, actuarial societies and ISO standard (ISO 2009). Methods, definitions and goals, vary widely according to whether the risk management method is in the context of project management, security, engineering, industrial processes, financial portfolios, actuarial assessments or public health and safety (ISO/DIS 2009).

Strategies used by Business Education students to manage threats (uncertainties with negative consequences) typically include avoiding the threat, reducing the negative effect or probability of the threat, transfer all or part of the threat to another party, and even retaining some or all of the potential or actual consequences of a particular threat, and the opposite for opportunities (uncertain future states with benefits).

Certain aspects of many of the risk management standards have come under criticism for having no measurable improvement on risk; were as, the confidence in estimates and decisions seem to increase (Hubbard, Douglas 2009), for example, one study found that one in six IT projects were “black swans” with gigantic overruns (cost overruns averaged 200%, and schedule overruns 70% (ISO/DIS 2009).

Information and Communication Technology (ICT) Skills

It becomes so surprising that skills associated with ICTs are increasingly taken for granted at all stages of student’s college/university existence (Rea, 2004). Every college/university expects students to have appropriate computer skills. In fact, most colleges/universities assume that new students are computer-literate when they arrive in contrast to past expectations that all new students would need some basic computer training (McDonald, 2004). The assumption is that these skills are taught at the beginning of students’ career would be able to carry them through the course or college/university life. Some institutions are considering eliminating introductory computer courses with the expectations that students will demonstrate adequate computer knowledge through the proficiency examination. This assumes that the students have acquired both computer knowledge (concepts) and computer skills (applications) in high schools or through other personal experiences (Wallace & Clariana, 2015). However, research shows that this may be more of a perception reality.

METHODOLOGY

Population and Sample

The population of the study is 71 Lecturers of Jigawa State College of Education and College of Education Kumbotso, Kano State

Table 1 is showing the number of population according to Colleges

1	COE GUMEL, JIGAWA	20
2	COE SA’ADATU RIMI, KANO	51
	TOTAL	71

Source: H.O.D.s’ Business Education (2023)

The population size is relatively small hence, the researcher will use the whole population as sample.

Research Design

This study will adopt a descriptive survey research design. A descriptive survey design is one in which a group of people or item is studied by collecting and analyzing data from only a few people or item considered to be representatives of the entire group. According to Ali (2006) in survey research, views and facts are collected through questionnaire, interview, observation which are used to analyze data and answer research questions. Survey design is suitable for this study because it will make use of questionnaire to collect data on Vocational Business Education Skills as a tool for developing successful and sustainable business

Method of Data Collection

Research assistant will be employed to assists the researcher in the collection of the data. He will assist the researcher in administering and retrieving the questionnaire from the respondents, while the researcher will supervise the administration and retrieval of the questionnaire. Seventy one (71) copies of the questionnaires will be distributed to the respondents.

Method of Data Analysis

The data collected for this study will be analyzed using mean to answer the research questions and standard deviation to determine the closeness or other wise of the responses from the mean, while Pearson Product Moment Coefficient statistic is used to test the null hypothesis of no significant relationship at the probability of 0.05 level of significance at relevant degree of freedom with the use of Statistical Package for Social Sciences (SPSS).

Descriptive Analyses of Research Questions

Research Question 1: To what extent can risk management skills determine business success undertaken by Business Education graduates?

Table 2: Mean Ratings and Standard Deviation on the Extent to which Risk Management Skills determine Business Success Undertaken by Business Education Graduates

S/N	Items	Mean	SD	Remark
1.	Ability of featuring of risks occurrences	3.00	0.96	HE
2.	Ability to manage risks occurred	3.19	0.99	HE
3.	Ability to prevent future threats	3.09	0.78	HE
4.	Objective based risk identification skills	3.08	0.89	HE

5.	Scenario-based risks identification skills	3.21	0.86	HE
6.	Ability to breakdown possible risks sources	3.11	0.81	HE
7.	Risks checking ability	3.01	0.88	HE
8.	Ability to minimize credit risk	3.04	0.90	HE
9.	Risks assessment skills	3.43	0.80	HE
10.	Ability to plan on future risk	3.42	0.78	HE
11.	Ability to make a framework for the activity	3.05	1.03	HE
12.	Ability to develop an analysis of risk in process	3.28	0.79	HE
13.	Ability to solve risks using available resources	3.15	0.86	HE
14.	Ability to identify sources of risks	3.14	0.91	HE
	Weighted Average	3.16		HE

Source: Field Survey 2023

Result in Table 2 showed that risk management skills can determine business success undertaken by Business Education graduates with mean ratings ranging from 3.00 to 3.43 and weighted average of 3.16. The respondents however in table 3 indicated that all the items are closely related. Based on the findings, the standard deviations of all items were ranged from 0.78 to 1.03 meaning High Extent.

Research Question 2: To what extent can Information and Communication Technology (ICT) Skills determine business success undertaken by Business Education graduates?

Table 3: Mean Ratings and Standard Deviation on the Extent to which Information and Communication Skills determine Business Success Undertaken by Business Education Graduates

S/N	Items	Mean	SD	Remark
1.	ICT skills helps reading habits for new discoveries	3.19	0.83	HE
2.	ICT skills determine the ability to use ICT tools	3.30	0.81	HE
3.	ICT skills determine ability to study online program	3.16	0.81	HE
4.	ICT Skills helps to calculate using ICT tools	3.08	0.92	HE
5.	Ability to use word processing programs	3.10	0.89	HE
6.	Ability to perform data analysis with a computer package	3.43	0.77	HE

7.	Ability to access and use information from the internet	3.29	0.81	HE
8.	Ability to use data base programs	3.24	0.73	HE
9.	Ability to use spread sheet programs	3.20	0.80	HE
10.	Ability to Use Desktop publishing software	3.25	0.93	HE
11.	Ability to use Graphics and design programs	3.33	0.76	HE
12.	Ability to use presentation software	3.44	0.72	HE
13.	Ability to use Webpage Editors	3.21	0.88	HE
14.	Ability to use communication software	3.35	0.86	HE
15.	Ability to use video conferencing	3.09	1.03	HE
	Weighted Mean	3.24		HE

Source: Field Survey 2023

Table 3 revealed the mean rating and standard deviation on the extent to which ICT skills determine business success undertaken by Business Education graduates. Based on the cut of point of 2.50, the result implies that all items were rated high extent. The mean score obtained ranged from 3.08 to 3.44 with a weighted mean of 3.24. Item 15 had standard deviation of 1.03 while other items had standard deviation ranged from 0.72 to 0.93 meaning high extent.

Testing of Hypotheses

Ho₁: There is no significant relationship between Risk Management Skills and business successes undertaken by Business Education graduates.

Table 4: Testing for significant Relationship between Risk Management Skills and Business Success Undertaken by Business Education Graduates

Groups	Sum of Squares	Df	Mean Square	F _{-cal}	F _{-tab}	Decision
Between Groups	418.99	2	209.50	.81	.41	Rejected
Within Groups	36912.98	65	235.12			
Total	37331.97	67				

The result from Table 4 showed that F_(2, 67) ratio calculated .81 is > F tabulated .41 at 0.05 level of significant, null hypothesis one was rejected meaning that there was significant relationship between risk management skills and business success undertaken by Business Education graduates.

Ho₂: There is no significant relationship between ICT skills and business successes undertaken by Business Education graduates.

Table 5: Testing for significant Relationship between ICT Skills and Business Success Undertaken by Business Education Graduates

Groups	Sum of Squares	Df	Mean Square	F-cal	F-tab	Decision
Between Groups	518.22	2	319.50	.67	.41	Rejected
Within Groups	45152.81	65	157.20			
Total	72331.14	67				

The result from Table 5 showed that $F_{(2, 67)}$ ratio calculated .891 is $> F$ tabulated .41 at 0.05 level of significant, null hypothesis two was rejected meaning that there was significant relationship between ICT skills and Business success undertaken by Business Education graduates.

Discussion of Findings

In research question 1, shows that risk management skills determine business success undertaken by Business Education graduates in Jigawa and Kano State with high extent responses from the respondents. The finding of Table 2 attested to the findings of Okpan (2006) who found that risk management skills are required by Business Education graduates to: communicate risk policies, develop risk models involving market, provide research and analytical support, promoting and selling the organization product, analyzing demand and supply situations and carrying out effective risk management information.

In research question 2, the findings revealed that Information and Communication Technology (ICT) Skills determine business success undertaken by Business Education graduates in Jigawa and Kano State with high extent responses from the respondents. The findings of this study is in consonance with the finding of Ojuwku and Ojuwku (2005) who stated the following areas as the ICT skills needed by Business Education students for effective business success: skills in spread sheet, compose correspondence, manage data base, create presentation, report and document by using desktop publishing software and digital graphics. It is therefore imperative to note that Business Education students need all the information and communication technology skills training in order to facilitate the production of document, modify efficiency and also contributed to living standard.

Nwosu (2003) specified the benefit of ICT skills to Business Education students to cover development of multiple sensory delivery, increased self-expression, active and cooperative learning, critical thinking, communication skills, multicultural education through teleconferencing, internet and telecommunication utilization, individualization where students can learn at their own pace in a non-threatening environment and making learning exciting, relevant and rewarding. Achilike (2007) posited that ICT skills equip Business Education graduates with abilities to satisfy the demands of the labour market. This was corroborated by Nwabueze (2011) and Ndinechi (2006) that computer, word processing and spread sheet processing skills were necessary skills needed by Business Education graduates.

Conclusion

Based on the findings of the study, it was concluded that business educators have positive perception of vocational skills as predictors

of business success in Jigawa and Kano State colleges of Education. The result of the study also showed that:

1. There was high extent to which risk management skills determine business successes undertaken by business education graduates.
2. There was high extent to which ICT skills determine business successes undertaken by business education graduates.

Recommendations

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

1. Business Education graduates should be made to acquire risk management skills so as to contribute meaningfully to the economy of the country for business success.
2. Stakeholders in Business Education should co-operate and collaborate in providing tertiary institutions with adequate, suitable and up to date ICT and entrepreneurial skills that will facilitates being productive in the world of work.
3. Government should make appropriate policies that will enhance Business Education skills acquisition among Business Education graduates in general.
4. Business Education syllabus in Colleges of Education should be designed to be more practicable than theoretical. The syllabus should stress the allocation of more time for skill acquisition classes.

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