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CONTENTS

Editorial

Lead Article

- 1 SECULARISM: IT'S PRACTICE AND IMPLICATIONS IN AFRICA 1
 Dr. Prisca .A. Gobo, Egba, Minatuere Milton & Ogar, Julius Oluohu

- 2 NUTRITION-INFECTION INTERACTIONS 15
 Salah Eldin Osman Mahgoub

- 3 THE EFFECT OF THE OFFSIDE RULE ABOLITION ON SELECTED OFFENSIVE ACTIONS, FOULS AND INJURIES IN FIELD HOCKEY 22
 Asembo, J.M., Andanje, M. and Njororai, W.W.S.

- 4 BODY MASS INDEX, FAT PERCENTAGE AND PARTICIPATION IN EXERCISE AMONG FEMALE UNDERGRADUATES IN RIVERS STATE, NIGERIA 32
 Dr A.N. Horsfall & Ogunleye A.V. (Ph.D)

- 5 PHYSICAL EDUCATION AS A PROFESSIONAL CAREER IN GHANA 38
 Henry A. Puffa

- 6 THE INFLUENCE OF CONTINUOUS PASSIVE MOTION ON RANGE OF MOTION AFTER TOTAL KNEE ARTHROPLASTY 44
 Bernard van Vuuren

- 7 RELIGION IN THE POLITICS OF GOVERNANCE IN PRE-COLONIAL AFRICA 51
 Prisca Abiye Gobo, Ph.D & Horace Obed Naboth

- 8 INFLUENCE OF AGE ON THE EFFICACY OF RATIONAL EMOTIVE BEHAVIOUR THERAPY IN REHABILITATING SEXUALLY ABUSED FEMALE ADOLESCENTS IN SECONDARY SCHOOLS IN BENIN METROPOLIS 71
 Vivian Esther-Imoitseme Audu Ph. D

- 9 KNOWLEDGE AND ATTITUDE OF INMATE TOWARDS SEXUAL BEHAVIOUR IN BADAGRY PRISON IN LAGOS STATE, NIGERIA. 83
 Dr. Blavo Jude Femi & Dr. Asogwa U. Emmanuel

10	GLOBAL PERSPECTIVES OF UNIVERSITY SPORT FACILITIES MANAGEMENT FOR COMPETITIVE ATHLETES <i>Geraldine Ekpo (Ph.D)</i>	91
11	PROMOTING INHERENT VALUES IN EXERCISE SCIENCE AMONG SCHOOL CHILDREN TOWARDS SUSTAINABILITY OF PEACE IN THE SOCIETY. <i>Okesanya Adeyemi Taoheed & Williams J. (Ph.D)</i>	103
12	QU'EST-CE QUE LE TEXTE EN TRADUCTION ? <i>Dufua Sharp-Akosubo</i>	113
13	INSTRUCTIONAL RESOURCES AND SELF-EMPLOYMENT SKILLS DEVELOPMENT OF UPPER-BASIC BUSINESS STUDIES STUDENTS IN LAGOS STATE <i>Dr. Nojeem Adeniyi Ishola & Dr. Oluwole Victor Falobi</i>	130
14	SAFETY AND THEATRE PRACTICE: THE LIGHTING DESIGNER IN FOCUS <i>Oyle, Adikiba Gbobo (Ph.D.)</i>	149
15	THE EMERGENCE OF NIGER DELTA AGITATION FILMS IN NOLLYWOOD: A CRITICAL ANALYSIS OF SELECTED WORKS <i>Harold Idaerefaka Fyneface</i>	165

INSTRUCTIONAL RESOURCES AND SELF-EMPLOYMENT SKILLS DEVELOPMENT OF UPPER-BASIC BUSINESS STUDIES STUDENTS IN LAGOS STATE

BY

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Abstract

This study evaluated the implementation of Business Studies curriculum at the junior secondary school level in Lagos State with a view to identifying the root cause of the problem. Some of the specific objectives were to determine the appropriateness of the curriculum, assess the infrastructure and equipment available in schools, find out the teaching methods used and assess the entrepreneurial skills students have acquired with which they could create self-employment. Adopting the descriptive survey research design, Education District II of Lagos State formed the scope of this study. All the Business Studies teachers and students in the District mentioned above served as the population of this study and total sample of four hundred and twenty four (424). Using both stratified to select the eight public upper-basic schools from the population, simple random sampling techniques was used to select four hundred (400) upper-basic Business Studies students as sample for the study while twenty-four (24) Business Studies teachers were also selected randomly as sample for this study. Data collection instruments used were Questionnaire with $r=0.92$ reliability coefficient. Checklist and Observation Schedule while Mean, Percentages, Pie-Chart and Bar-Chart statistical tools were used for the analyses. The findings of this study showed that resources available to teacher students at upper basic schools are not adequate, obsolete and malfunctioning, required skills are not possessed by the students. Most schools lacked adequate facilities and equipment needed for effective teaching and learning of Business Studies. Therefore, necessary and urgent actions must be taken by all the stakeholders involved to provide necessary instructional resources needed for the students' acquisition of self-employment skills and competences in

upper-basic schools for the attainment of Sustainable Development Goals (SDGs) of poverty eradication and zero hunger in Nigeria.

Key Words: *Instructional Resources, Self-Employment, Skills Development, Business Studies, Upper-Basic Schools.*

Background of the Study

One of the notable challenges confronting the world economies today, including Nigeria, is unemployment. Combating this menace requires running a functional education programme that can guarantee proper acquisition of employability and self-employment skills which can make the recipients to be self-reliant economically. As the compass of education in Nigeria, the National Policy on Education (2014) affirmed that Nigeria education is meant to achieve, among other things, "development of appropriate skills, mental, physical and social abilities and competencies to empower the individual to live in and contribute positively to the society". It is also the priority of the upper basic education to inculcate entrepreneurial knowledge, skills, attitudes and values in the students in order to equip them to solve unemployment problems in the society. Daluba and Odiba (2013) maintain that availability and adequacy of quality human and material resources, as well as relevant curriculum content with innovative instructional strategies are the major determinants of the achievement of the aims and objectives of Business Studies at the upper basic schools in Nigeria.

According to Igbokwe (2015), the rationale for introducing the Universal Basic Education (UBE) programme in 1988 by the federal government of Nigeria, and its restructuring by the Nigerian Educational Research and Development Council (NERDC) in 2008 into 9-year Basic Education curriculum were the development of poverty eradication and employment generation capabilities in learners. Business Studies was introduced into the upper basic education curriculum in 1982 in Nigeria so that students can acquire requisite skills for self-employment and job creation in the society (Okoli and Okorie, 2015). As a practical-based subject, the teaching and learning of Business Studies necessitate the available of instructional resources, equipment and facilities that students can manipulate to acquire relevant functional business skills for future employment. There cannot be any result-oriented teaching and learning of Business Studies without adequate functioning office equipment and facilities in the school environment. Some scholars such as Saba (2007); Okpanku and Uchechi (2008); Esene (2012) and Okoro (2013) argue that school facilities and equipment promote the acquisition of saleable skills and stimulation of learners' interest towards self-employment.

There are also divers' views and findings in empirical researches by some notable authors. Okoli and Okorie (2015) and Nwagwu (2007) affirm that the inadequate supply of instructional materials in Nigerian secondary schools hinder effective teaching and learning. Igu (2007) notes that school libraries,

where available, are filled with old and obsolete books that are irrelevant. Okoroma (2006) affirms that inadequate laboratories, libraries and other teaching and learning materials, among others, constitute the major constraints to effective implementation of the Universal Basic Education (UBE) programmes. Nwakpa (2007) discovered that material resources are not evenly distributed in public secondary schools. Esene (2001) evaluated the Business Studies Curriculum needed for entrepreneurial skills and competencies among secondary school's students in the east and concluded that the curriculum is adequate and relevant to skills needed for entrepreneurial services. Whereas Nwosu (2003) in his own evaluation of the secondary school's curriculum reported that the curriculum is inappropriate, not adequate to give required competencies that would enable the recipient to function effectively in the society. However, Ekpenyong and Nwabisi (2002) and Ishola (2015) evaluated the curriculum of Business education with respect to teacher's qualities at both secondary and university respectively. They both made a practical suggestion for improving teacher's qualities by sending them to training on regular basis.

National Policy on Education (2014) emphasizes that Business Studies serves as a means of laying foundation for national technological and economic advancement and for higher education. Business Studies has the potential of equipping the learners with knowledge, skills, attitudes and values for wealth generation and job creation. Business Studies is an aspect of education that prepares the recipients for vocational and professional careers in business. After students must have acquired relevant knowledge and skills in Business Studies at the upper basic level, they are expected to find suitable jobs or establish businesses of their own. Prominent among the goals of basic education as highlighted in the National Policy on Education (2014) are the inculcation of basic knowledge and skills for entrepreneurship and educational advancement and provision of opportunities for the learners to manipulation skills for functionality in the society, among others. There can never be any meaningful achievement of the above-mentioned goals of basic education without the availability of adequate and relevant instructional resources in the schools, which can lead to self-employment skills development.

Theory of Skill Acquisition by Hubert and Stuart Dreyfus (1986)

Dreyfus Hubert and Dreyfus Stuart in 1986 propounded the theory of skill acquisition which states that formal system of deduction is a gradual process that involves being embodied in different ways and developing skills that would make it possible for people to deal with the world. Dreyfus and Dreyfus articulated "Five stages from Novice to expert," stated that human beings acquire skills through instruction and experiences, they do not appear to leap suddenly from rule-guided "knowing that" to experience-based knowing-how. Hubert and Stuart believe that there is a gradual process involved for a student to go through in order to reach the stage of expertise or knowing-how. Their skill acquisition process shows that a student goes through at least five stages of

different knowledge of a specific task and ways of decision-making as he improves his skill. These five stages are novice, advanced beginner, competence, proficiency, and expertise. *Novice stage*: Dreyfus and Dreyfus started that a novice has some general ideas and is in the process of learning the rules, with no responsibility beyond following the rules exactly. Secondly, *Advanced beginner stage*: In this stage, the individual is faced with limited situational perception. All aspect of work is treated with equal importance. Thirdly, *Competence stage*: The individual develops organizing principles to quickly access the particular rules that are relevant to the specific tasks at hand. Fourthly, *Proficiency stage*: This stage is shown by individual who develops intuition to guide their decisions and devise their own rules to formulate plans. Their progression is from rigid adherence to rules to an intuitive mode of reasoning based on tacit knowledge. And *The last stage is called expertise*: Experts in general know what to do base on mature understanding of the task. An expert has had so much experience with the task that the skill of doing the task is a part of him. He acts upon correct intuitions without analytically thinking about his every move. They also emphasize on the fact that practice is required for the agent to maintain the knowing-how. Without practice, the agent will gradually lose his expertise and is most likely to regress as far back as the competence stage.

This theory of skill acquisition by Hubert and Stuart Drefus is considered appropriate this study. Apart from helping to gradually impact skills on learners. It also involve them in performing specific task at hand so as to ascertain their level of competences and deficiencies.

The theory is also appropriate because it help learners to develop intuition to guide their decisions and formulate plan of action which is a catalyst for business and entrepreneurial acumen and skills. The theory helps teachers and students to identify grey areas in teaching and learning, assist teacher to reappraise and vary his method of teaching. The theory equally helps to develop critical thinking skills in learner and enhance their competencies in managing and creating jobs while exposing the shortcoming of teacher as well.

No nation can develop beyond the quality of instruction the teacher gives to the recipients of that country Ishola (2015). This presupposes that the qualities and qualification of teachers cannot be over emphasized in skill development of students. Teachers are vital prerequisite for student's attainment of educational goals and objectives. There is no universal agreement on the definition of quality of teachers but Organization for Economic Cooperation Development (OECD) (1998) describe teachers quality as possession of the following qualities

- a. Qualification and Experience appropriate to grade level and subject matter
- b. Teachers experience and methods of teaching

- c. Excellent mentoring skills and acting as stabilizing forces in high turnover schools
- d. Williness to cater for students individual differences
- e. Desire to help students in a conducive classroom environment.

The listed qualities above represent the quality of teacher which determines student learning outcome of performance. Akinsolu (2010) reported in his study that teaching experience is imperative to student academic performance and that higher productivity on the part of the teachers and learners is associated with years of experience of the teachers. Teachers qualification also played vital role in students' academic performance as found out by Darling (2000) Egungun (1992) and Iyamu (2005) in their studies. Whereas, Akinsolu (2010) says qualification of teachers do not determine student academic performance. Hence the need to find out relationship between teachers qualification and students performance in business studies.

Self-employment skills development is the process through which Business Studies students acquire entrepreneurial skills and mindset by constantly and rigorously using various office technologies and relating with various business professionals while in schools. Self-employment refers to creation of new jobs for oneself and other people instead of working for someone else in an existing business establishment. Business Studies curriculum is expected to equip learners with managerial, accounting, marketing, office technology, and other functional skills necessary to run a business enterprise successfully. In this era of gross unemployment and its associated social, economic and environmental consequences and threats, ascertaining students' level of self-employment skills acquisition is sine qua non. In addition to other relevant factors, lack of adequate instructional resources will hamper proper acquisition of self-employment and employability skills and competencies necessary for job creation, employment generation and poverty eradication (Igbinoba, Inegbedion, Udoh and Anthony, 2008).

A business study is one of the subjects targeted at upper basic. It is an integrated subject with three different components made up of office practice, principles of accounting, word processing and shorthand. Business studies as a subject is expected to impact skills, value, attitude and aptitude of business-related matters into the recipient in other to make them become self-reliant at that level and or serve as a foundation or bedrock upon which further skills can be improved upon. The required skills expected of upper basic secondary school under business studies include Trading skills, Book Keeping skills, Word Processing skill, laminating skills, photocopying skills as well as Office assistance skills are all needed for employability at upper basic level.

In spite of government investment on this level of education, the quality of the output of recipient at upper basic level has prompted so many questions in the

mind of anybody investing in whatever form on this level of education especially in the area of expected competencies. Consequently, the beneficiaries are almost losing trust and confidence in upper basic education due to the performance of the recipient at school and society. Hence the need to assess the state of school (Upper basic) in Lagos state especially the instructional resources and self-employment skills development of upper basic students.

In this connection studies have been carried out in assessment of business studies in secondary school. Esene (2001) evaluated curriculum of business studies in secondary school. He made a practical suggestion for improving teachers teaching qualities by sending them to training on regular basis. However, Nwosu (2003) in his own study of evaluation of business curriculum reported that the curriculum is inappropriate to give required competencies to students in upper basic school. Okwuamaso (1992) in his own study concluded that the curriculum is relevant to skills needed for entrepreneurial services. Ishola (2015) evaluated curriculum of Business Education at university level and he concluded that instructional resources are adequate to give required competencies to the recipients whereas Chike (2003) says instructional resources are not available in schools at all. It is apparent that without adequate facilities and resources in schools as reported by Olatunde (2005) there can be no improved performance on the part of the students. These divergent opinions call for investigating relationship between instructional facilities, resources and self-employment skills

Statement of the Problem

The problem of unemployment in Nigeria is becoming a monster threatening the peace and progress of the nation's economy. The number of unemployed youths is alarming resulting in all kinds of social vices such as thuggery, arm robbery, militancy, restiveness, kidnapping, book haram insurgencies all over the country (Okafor, 2011). The only way to disengage these youths from their notorious practices is full and productive involvement in entrepreneurial education and activities that lead to acquisition of relevant skills for employability and self-employment. Business Studies curriculum at the upper-basic was introduced to equip youths with the needed skills and competencies for employability and self-employment. However, the acquisition of these requisite skills cannot be realized without adequate instructional resources in the schools. Therefore, this study was embarked upon to assess the instructional resources as well as students' level of self-employment skills acquisition in upper-basic schools in Lagos State, Nigeria.

Purpose of the Study

The purpose of this study was to assess the instructional resources as well as students' level of self-employment skills acquisition in upper-basic schools in Lagos State, Nigeria.

The specific objectives of this study were to:

1. assess the instructional facilities and equipment available for the teaching and learning of upper-basic Business Studies in Lagos State, Nigeria;
2. ascertain the quality of Business Studies teachers available in the upper-basic schools in Lagos State, Nigeria; and
3. Assess the self-employment skills students have acquired in the upper-basic Business Studies in Lagos State, Nigeria.

Research Questions:

1. How adequate are the instructional facilities and equipment available for the teaching and learning of upper-basic Business Studies in Lagos State, Nigeria?
2. What is the quality of Business Studies teachers available in the Upper-Basic schools to impact the required skills on students in Lagos State?
3. To what extent have they (students) acquired the self-employment skills in the upper-basic Business Studies in Lagos State?

Research Hypothesis

1. There is no significant relationship between adequacy of instructional facilities and learning output of upper-basic business study students in Lagos State, Nigeria.
2. The relationship between teachers' academic qualifications and students acquired skills is statistically insignificant in the upper-basic business studies in Lagos State.
3. There is no significant relationship between instructional strategies and self-employment skills acquired/possessed among upper-basic business studies students in Lagos State.

Methodology

The study adopted descriptive survey research design. The population for this study comprised all upper-basic three Business Studies students and teachers in Education District II of Lagos State, Nigeria. Stratified and proportional sampling techniques were used to select the eight public upper-basic schools from the three Local Government Areas that make up the District while simple random sampling technique was used to select four hundred (400) upper-basic Business Studies students and twenty-four (24) Business Studies teachers as sample for this study. Data collection instruments used were Questionnaire with $r=0.92$ reliability coefficient and Checklist while descriptive statistic such as Mean, Percentages, Pie-Chart and Bar-Chart statistical tools were used for the analyses of the research questions and inferential statistics such as pearson product moment correlation (PPMC) was used for hypothesis.

Results:

Research Question 1

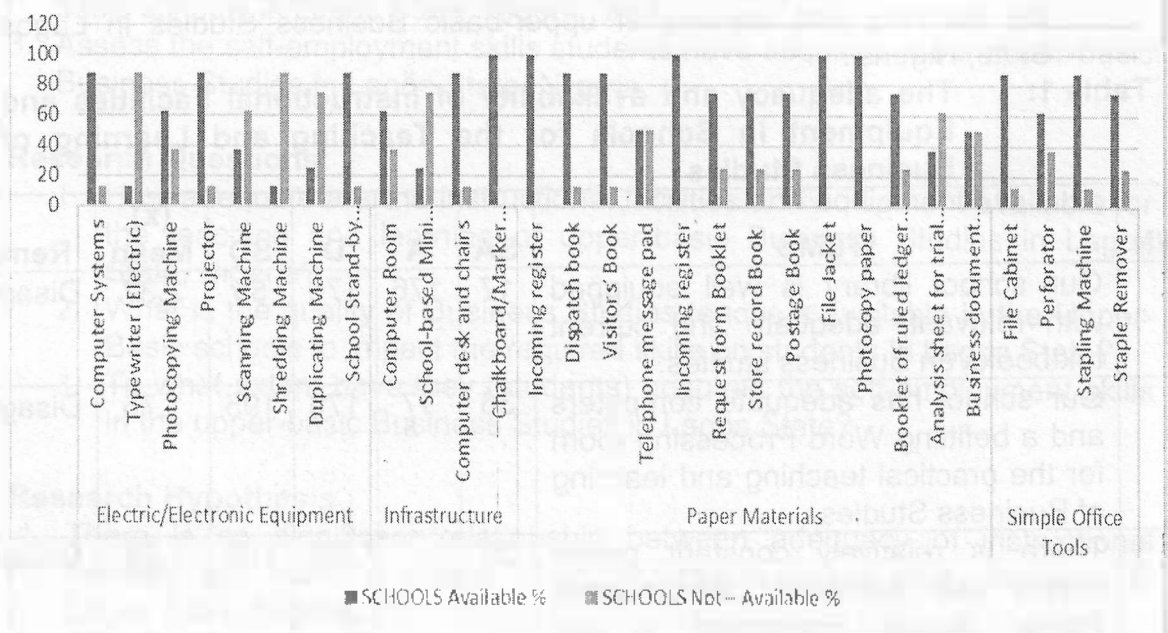
4. How adequate are the instructional facilities and equipment available for the teaching and learning of upper-basic Business Studies in Lagos State, Nigeria?

Table 1: The adequacy and availability of Instructional Facilities and Equipment in Schools for the Teaching and Learning of Business Studies

S/N	ITEMS	SA	A	D	SD	(x) Mean	Remark
1.	Our school library is well equipped with relevant, adequate and current textbooks on Business studies.	17	176	176	55	2.37	Disagree
2.	Our school has adequate computers and a befitting Word Processing room for the practical teaching and learning of Business Studies.	36	17	176	195	1.75	Disagree
3.	There is relatively constant power supply and adequate Uninterrupted Power Supply Equipment in our school.	36	-	228	160	1.79	Disagree
4.	We have a stand-by generator that can carry all our equipment in our school whenever power supply fails.	88	228	72	36	2.87	Agree
5.	Our word-processing room is adequately equipped with furniture and interactive board	88	72	141	106	2.25	Disagree
GRAND MEAN						2.21	Disagree

The analysis in table 1 shows that upper basic schools in Lagos, Nigeria were not adequately ready for productive and transformational teaching and learning of Business Studies that can develop self-employment skills in the learners. Relevant facilities and equipment that can be used to develop and acquire skills were either not available or were in short supply. Computer systems, conducive classroom environment, well-equipped library with relevant books necessary for effective teaching and learning were not adequately provided despite the laudable goals and expected impact of Business Studies on the Nigerian economy. The stakeholders, especially the government, through the Ministry of Education, need to strengthen their effort in achieving the goals and objectives of Business Studies in our society. The findings of this Research question contradict the findings of Esene (2012) and Okoro (2013). Whereas, the work of Okorie (2015) and Nwagwu (2017) supported and approved that inadequate supply of instructional materials and facilities hinder effective teaching and learning in secondary schools.

FIG. 1: A BAR CHART SHOWING AVAILABILITY OF INSTRUCTIONAL FACILITIES AND EQUIPMENT IN SCHOOLS



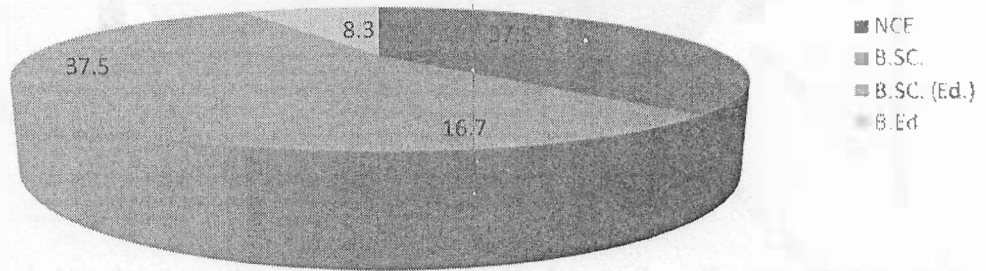
The bar-chart in figure 1 shows that Business Studies was being taught in a traditional way. That is, technological innovations that can meet up with the twenty-first century demands are yet to be incorporated into the instructional facilities and equipment that are being used for Business Studies in the schools. The checklist of the facilities and equipment that were available in the upper basic schools for Business Studies reveals that conventional, obsolete and outdated equipment and tools were predominant. Modern equipment such as computer systems with software packages for programming, graphics, web-site design, digital marketing, and the likes, were not available. It is also surprising to discover that some common electric/electronic equipment such as photocopying machines, scanning machines, duplicating machines, and electric typewriters were not available in the right proportion in the schools. It can be predicted from the categories of facilities and equipment available in the schools, the type of skills students are likely to graduate with after basic nine. The products of this type of instructional resources will encounter the skills mismatch while seeking for employment or about to start their own businesses. The quality and quantity of facilities and equipment available in the schools cannot engender self-employment skills in the learners. Urgent and conscientious effort must be put in place to furnish the schools with modern facilities and equipment with which students can develop their self-employment skills in Nigeria.

Research Question 2

“What is the quality of Business Studies teachers available in the Upper-Basic schools in Lagos State?”

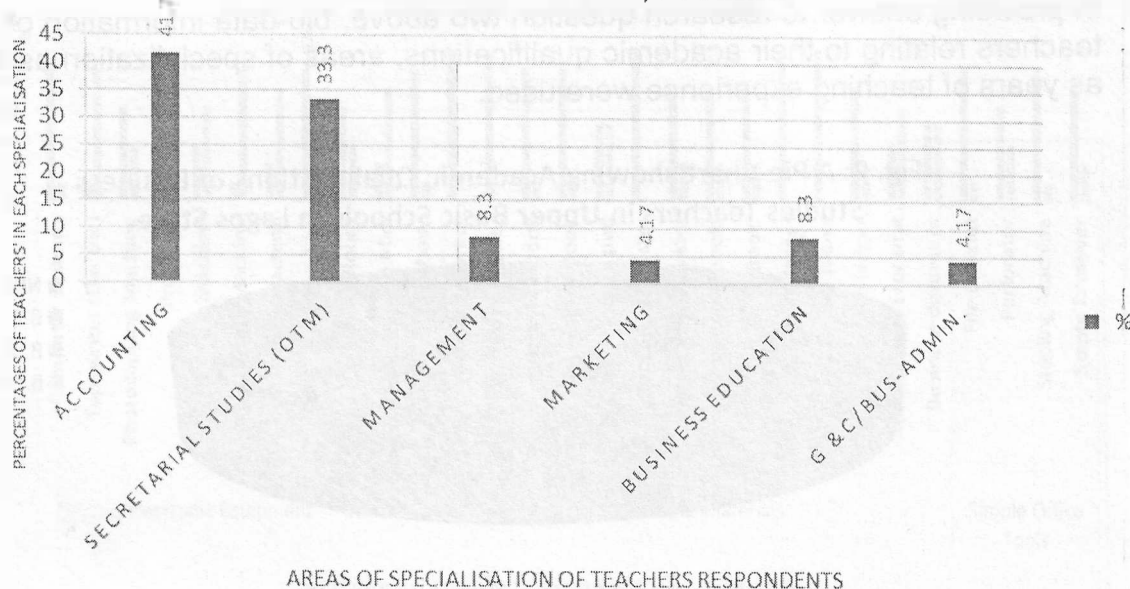
In providing answer to research question two above, bio-data information of the teachers relating to their academic qualifications, areas of specialization as well as years of teaching experience were used.

Fig. 2: A Pie-Chart showing Academic Qualifications of Business Studies Teachers in Upper Basic Schools in Lagos State



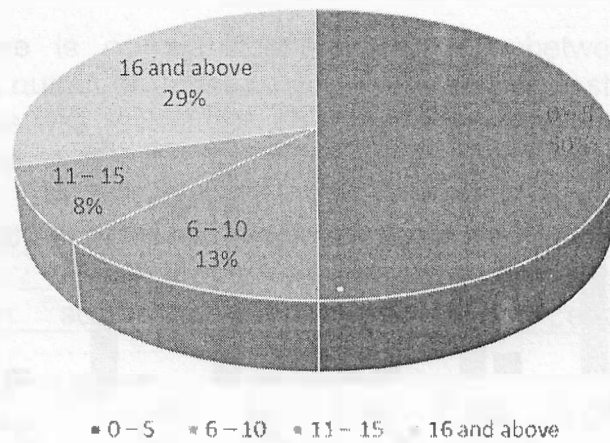
The academic qualifications of Business Studies teachers in the upper basic schools in Lagos State, Nigeria, as shown in figure 2 are highly commendable. More than 60% of the Business Studies teachers were first-degree holders. The remaining less than 40% had National Certificate in Education (NCE), which is the minimum academic qualification required to teach at that level of education. However, about 16.7% of the teachers' respondents had their academic qualifications in the fields of study outside the scope of education, which means they had no professional training as teachers.

FIG. 3: A BAR-CHART SHOWING BUSINESS STUDIES TEACHERS' AREAS OF SPECIALIZATION IN UPPER BASIC SCHOOLS IN LAGOS, NIGERIA



The information about the areas of specialization as reflected in figure 3 buttresses the fact that most of the Business Studies teachers were in related fields of study. It was only a negligible number (4.17%) of the teachers' respondent that specialized in unrelated fields of study. Business Studies teachers that specialized in Accounting (Education) and Secretarial Education options were in the majority. Few of the teachers also had their degree in Business Education (combined specialization), whereas others were from the background of management sciences. The caliber of Business Studies teachers in the upper basic schools were qualified enough to impact the twenty-first century business competences in the learners. However, the researchers observed inadequacy of Business Studies teachers in the upper basic schools. Even though the academic qualifications as well as areas of specialization of Business Studies teachers seem to be appropriate, self-employment skills cannot be acquired by the learners where the teacher-students ratio is constantly against the recommended measure.

Fig. 4: A Pie-Chart Showing Business Studies Teachers' Years of Teaching Experience in Upper Basic Schools in Lagos State, Nigeria

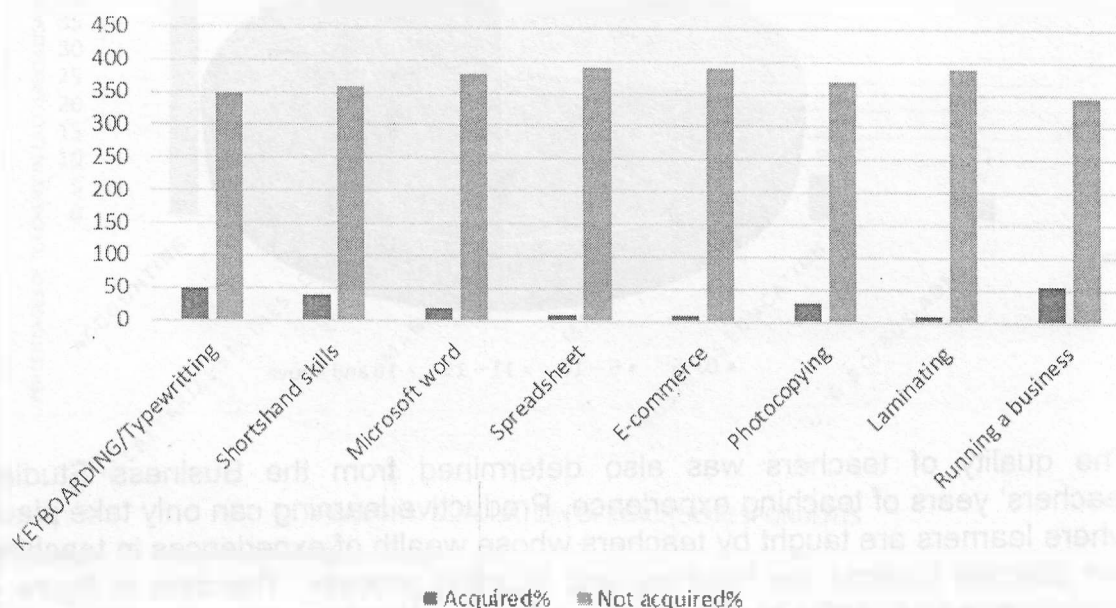


The quality of teachers was also determined from the Business Studies teachers' years of teaching experience. Productive learning can only take place where learners are taught by teachers whose wealth of experiences in teaching are directed towards the teaching and learning process. The data in figure 4 reveals that half (50%) of the Business Studies teachers respondents were in their early years of teaching experiences, while about 13% of the teachers can be referred to as averagely experienced. Therefore, about 37% of the teachers' respondents had appreciable experiences in teaching. Looking at it from another perspective, it can be deduced that young teachers will display active delivery of current and twenty-first century competences that old teachers may not be privileged or have the ability to display. In addition to the necessity of the availability and adequacy of instructional facilities and equipment, the technological acumen and innovative ability of teachers must be twenty-first century compliant for self-employment skills to be realistically achieved by the Business Studies students. The implication is of this finding is that there are fairly adequate qualified teachers in secondary schools in Lagos State.

Research Question 3:

"What are the self-employment skills students have acquired in the upper-basic Business Studies in Lagos State?"

Fig. 5: A Bar Chart Showing self-employment skills acquired by 400 upper-basic Business Studies students with which to start an occupation in Lagos State



Business Studies students are expected to acquire some business skills that can position them for self-employment or entrepreneurship at the expiration of the upper basic classes (NPE, 2014). Therefore, figure 5 shows that students were not able to acquire the requisite skills for self-employment through Business Studies. Out of Four hundred (400) students, fifty (50) were able to use keyboarding / typewriting successfully while the remaining three hundred and fifty (350) students could not use keyboarding application successfully. Whereas, only forty (40) students possessed shorthand skills while the remaining three hundred and sixty (360) could not write in shorthand. Thirty (30) students demonstrated good knowledge of Microsoft word while three hundred and seventy (370) could not use Microsoft word application successfully. Ten (10) students can successfully make use of spreadsheet application while the remaining three hundred and ninety (390) students could not use spreadsheet application. Ten (10) students show good knowledge of e-commerce while the remaining three hundred and ninety (390) do not have the knowledge of e-commerce. Also, thirty (30) students can successfully make us of photocopying machine while the remaining three hundred and seventy (370) students could not use the photocopying machine successfully. Ten (10) students can successfully make us of laminating machine while the remaining three hundred and ninety (390) students could not successfully use laminating machine. Lastly, fifty (50) students showed that they can successfully run a business

enterprise while the remaining three hundred fifty (350) students showed lack of business management skills.

Test of Hypotheses

Hypothesis 1: There is no significant relationship between instructional facilities and learning output of upper-basic business studies students in Lagos State. This hypothesis was tested with Pearson Moment Correlation Statistics at 0.05 significant level.

Table 9: Relationship between instructional facilities and learning output

Variable	mean	sd	N	df	r-cal	r-crit	Sig. Level
Instructional Fac.	12.48	4.08	400	398	0.06	0.20	0.05
Learning Output	9.36	3.25					

Not significant

Evidence from Table 9 shows a calculated r-value of 0.01 as the relationship between relationship between instructional facilities and learning output of upper-basic business study students in Lagos State. This calculated r-value is not significant since it is less than the critical r-value of .20 given 398 degrees of freedom at .05 significant level. This means that there is no significant relationship between instructional facilities and learning output of upper-basic business studies students in Lagos State. This finding contradicts the work of Esene (2012) and Okorie (2013) by saying that inadequate instructional materials and facilities hinders teaching and learning. By implication, there is no way teaching and learning can be effectively enhanced since there are no adequate facilities and materials to aid teaching consequently learning will be affected negatively.

Hypothesis 2

The relationship between teachers' academic qualifications and students acquired skills is statistically insignificant in the upper-basic business studies in Lagos State.

Table 10: Relationship between teachers' academic qualifications and students acquired skills

Variable	mean	sd	n	df	r-cal	r-crit	Sig. Level
Academic Qualifi.	7.20	1.56	24	22	0.14	0.20	0.05
Professional Comm.	5.43	2.23					

Not Significant

Evidence from Table 9 shows a calculated r -value of 0.14 as the relationship between teachers' academic qualifications and students acquired skills in the upper-basic business studies in Lagos. This calculated r -value is not significant since it is less than the critical r -value of .20 given 22 degrees of freedom at .05 significant level. This means that there is no significant relationship between teachers' academic qualifications and students acquired skills in the upper-basic business studies in Lagos State. This finding is in line with Akinsolu (2010) which says qualification of teachers do not determine student academic performance and contradict the findings of Darling (2000) Egungun (1992) and Iyamu (2005) that report that qualifications of teachers determines students' academic performance. The implication of the above finding is that skill acquisition depends mostly on facilities available to train students and not necessarily the teacher's qualification.

Hypothesis 3: There is no significant relationship between instructional strategies and self-employment skills among upper-basic business studies students in Lagos State.

Table 10: Relationship between instructional strategies and self-employment skills

Variable	mean	sd	n	df	r-cal	r-crit	Sig. Level
Instructional strat.	11.20	1.56	400	398	0.19	0.20	0.05
Employment skills	9.43	2.23					

Not Significant

Evidence from Table 9 shows a calculated r -value of 0.19 as the relationship between instructional strategies and self-employment skills among upper-basic business studies students in Lagos. This calculated r -value is not significant since it is less than the critical r -value of .20 given 398 degrees of freedom at .05 significant level. This means that there is no significant relationship between instructional strategies and self-employment skills among upper-basic business studies students in Lagos State. The finding of this hypothesis contradicts the opinion of Ekpenyong and Nwabuisi (2002) and Ishola (2015) that suggested practical training to teachers. By implication, teachers teaching at secondary school are now better equipped compare to when the last studies were carried out.

Conclusions

The study revealed that upper basic schools in Lagos State Nigeria were not adequately ready for productive and transformational teaching and learning of business studies that can develop self-employment skills due to inadequate facilities. Secondly qualify teachers are relatively inadequate while students on their part did not demonstrate adequate business management skills as expected.

Recommendations

Based on the conclusion, the following recommendations are made.

1. The Federal and State Government should endeavour to provide the necessary infrastructure and instructional resources and equipment in all the upper basic schools in the nation to ease the proper acquisition of self-employment skills in Business Studies.
2. With the recent emphasis on the need for youth self-employment, the Governments and the Ministry of Education should create the enabling environment that will promote entrepreneurship by ensuring constant power supply in the country, without this the students will become discouraged and return to idleness.
3. The school Authority and Management should encourage the students to have interest in the skill-based vocational subjects, especially Business Studies, by according it an appropriate recognition.
4. The students should develop entrepreneurial mind-set to see self-employment as a necessary career option in Business Studies and be prepared psychologically and emotionally for it.
5. As it is widely supported that no educational system could rise above the level of quality of its teachers. Therefore, Business studies teachers should undergo intense trainings through seminars and workshops to acquire enough twenty-first century skills to be able to communicate the same to students effectively.

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