

**PERCEIVED INFLUENCE OF INSTRUCTIONAL METHODS AND ADEQUACY OF BUSINESS EDUCATION LECTURERS ON EMPLOYABILITY SKILLS ACQUISITION OF BUSINESS EDUCATION STUDENTS IN UNIVERSITIES IN SOUTH-WESTERN NIGERIA.**

**BY**

**Ademiluyi Lawrence Femi (PhD): Department of Business and Entrepreneurship Education, Kwara state University, Malete, E-mail: femiluyi@yahoo.com**

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**Isiaka Olaoluwa Jimoh: Department of Business and Entrepreneurship Education, Kwara state University, Malete, Kwara state, E-mail: jimohisiaka927@yahoo.com**

**Abstract**

*Unemployment has become a major economic issue in the lives of Nigerian youth, leading to an increase in militancy, violent crimes, kidnappings, political thuggery, prostitution, and other problems. Analysts have stated that job seekers' abilities do not meet the needs and desire of labour employers in Nigeria. This study examined Perceived Influence of Instructional Methods and Adequacy of Business Education Lecturers on employability skills acquisition of business education students in south-western Universities Nigeria. The study had two specific purposes, research questions and hypotheses. The study adopted survey research design, population of the study was 116 business education lecturers in six universities that offer business education in southwestern Nigeria. The whole population was used for the study; no sample was drawn because the population is relatively small and manageable. A structured questionnaire titled "institutional factors influencing employability skill acquisition questionnaire. The instrument went through face and content validation by three experts. The reliability of the instrument was ensured using the Cranach Alpha reliability method and the result yielded a reliability coefficient of 0.94. Mean and standard deviation were used to analyze the data collected to answer the research questions. The hypotheses were tested using analysis of variance (ANOVA) at 0.05 level of significance. The findings on the two hypotheses tested revealed that there was no significant difference in the mean ratings of business education lecturers based on years of experience regarding the influence of instructional methods and adequacy of business education lecturers on acquisition of employability skill of business education students in Nigeria universities. Sequels to the findings of the study, it was concluded that instructional methods and adequacy of business education lecturers influence employability skill acquisition of business education students in Nigerian universities to a great extent. It was recommended among others that Business education lecturers must be conversant with different instructional methods and should be able to use the appropriate ones that suit the topics of the lesson that is it capable of developing students' skill for job opportunities and entrepreneurship consciousness in the country.*

**Keywords:** *Institutional Factors, Employability skills, Training Equipment and Business Education Curriculum.*

**Introduction**

The importance of vocational business education in reducing youth unemployment cannot be overstated in this period of global unemployment. Omorodion (2010) emphasizes that a lack of vocational and technical skills is one of the key circular causes leading to unemployment in most countries. Business education is a type of vocational education that teaches students the fundamental skills they need to be employable and self-sufficient. It comprises education that provides its recipients with office/secretarial, accounting, managerial, and marketing skills. The primary purpose of business education is to generate competent, skilled and dynamic business teachers, office administrators, businessmen, and women who will be able to compete effectively in the workplace. According to Chukwurah and Atah (2017), around 4.5 million young people join the labour market each year with no possibility of finding work to support their families due to lack of employable skills.

Employability, According to Hind & Moss (2011), is a person ability to find and keep work. Employability is determined by an individual's knowledge, skill and ability (KSA) they have, how they offer those assets to employers, and the setting in which they search for job (for example, personal circumstances and labour market conditions). Individuals need employability skills to function effectively and efficiently in the workplace, whether as employees or as employers of labour. The labour market is a system that brings job searchers and employers together. A job seeker's employability abilities will go a long way toward

determining his or her relative position in the labour market. Employability skills, according to Gill (2018), are a set of accomplishments, skills, understandings, and personal characteristics that help university graduates to find work and succeed in their chosen fields from which they benefiting themselves, the workforce, the community, and the economy. In addition to learning, many business programmes attempt to teach employability skills that will be helpful at all stages of employment in the business fields, in addition to the technical parts of business, Idaka (2013) asserted that any country that loses competitiveness in this globalized world due to a lack of employable skills risks having foreigners fill job openings intended for its citizens. Idaka also discovered that male students are performed better than female students in relation to communication, planning and organization, self-management, decision making, digital skills and overall employability skills.

Wickam (2015) reiterated that academic, personal management and teamwork skills are all areas where employability skills can be found. Written communication skills, for example, are an example of academic employability skills. Personal management skills include traits like a cheerful attitude, while teamwork refers to the capacity to collaborate with others to achieve common objectives. Wibrow (2018) identified eight employability skills to include communication, teamwork, problem-solving, initiative and enterprise, planning and organizing, self-management, learning and technology. Employability skills are a fundamental dimension of employability that encompasses all individual and context related factors that influence one's future employment prospects. Similarly, Clarke (2017) believed that, rather than immediately affecting employability skills, employability fosters a higher level of self-exploration, help seeking, and other proactive career behaviours, which in turn may boost employability (e.g guaranteeing career success). Effective and efficient teaching techniques, use of updated and standard instructional equipment, relevant curriculum as need on and good, quality teachers all are necessary for the learning of life-long employable skill students can acquire skills if business education institution are well-founded, have enough facilities, and employ qualified and experienced lecturers who use effective and efficient teaching techniques.

According to Uchendu (2015), higher education graduates on the twenty first century tend to be lacking in basic skills such as computer skills, vocational skills, communication skills, ethical skills, teamwork skills, personal management skills, and leadership abilities, among others. As a result, these graduates lack the skills necessary to work for themselves and others in society. As a consequence, graduates are more likely to be job searchers than job producers. For any business education graduate to be relevant Tomlinson (2012) averred that such individuals should be able to flexibly adapt to a job market which places increasing expectations and demand on them. In short, they need to continually maintain their employability. He further argued that, it appears that being a university graduate, but not an employed graduate, is no longer sufficient. Thus, Employability abilities are critical for landing, keeping, and growing in a career, as well as achieving success in the workplace. Of equal importance is that employability in influenced by a variety of characteristics, including willingness, capability, mobility training (skill upgrading), and functional flexibility i.e shift changes, working outside job descriptions (Misra & Mishra, 2011).

Ineffective and inefficient training of students in business education institutions is attributed to a lack of instructional materials, large class sizes, inadequate training facilities, and weak links with local industries for hands-on experience for both instructors and trainees, (Dasmani, 2011). This according to him, resulted in insufficient job market preparation for students, as well as employment is uses for graduates. According to Udofia, Ekpo, Akpan, and Nsa (2012), there is a link between teacher quality, teaching methods, and instructional facilities, and students' learning of employable skills. A teacher of vocational business education must not only teach but also employ approaches that will aid in the acquisition and development of knowledge, skill, interest and self-concept formation of students.

Educational institutions are in charge of intellectual, emotional, social, political, economic, cultural, and physical growth of a country. The collapse of a country is caused by a weak educational system (Memon, Joubish & Khurran 2010). Institutional factors are focus on the students' support offered the colleges and universities which the students attend. It concerned with the factors that influence the Teachers' and students' activities inside the school environment. One of such factors is training equipment, if training equipment is insufficient, more emphasis will be placed on theoretical instruction, resulting in trainees lacking expertise in their chosen field of specialization. Because business education programmes rely

heavily on training equipment, their scarcity we hinder the learning of practical skills. The availability of current and suitable training equipment has an impact on the marketability of students' competencies (Mbugua 2012). It's also been noted that classroom instructional materials and equipment for their practical trainings are insufficient for successful teaching and learning. Student in business education do not have access to necessary learning resources such as books, writing materials, facilities or equipment when they are required to practice. Furthermore, in Nigeria, business education suffers from a lack of suitable instructional resources (Okoli, 2011).

Abe (2014), found that qualified teachers were influential to the effective implementation of the school curriculum. This means that lack of qualified teachers negatively influences student's academic performance and eventually non-acquisition of relevant employability skills (Mangwaya, Ezron, & Johnson, 2016). Bennett (2016) report that many educators are ill-prepared for the job while team recognizes many colleagues' expert and impactful employability work, one reference group member pointed out a "fundamental disconnect" between the development of employability higher education and academics who "would say that universities are not responsible for anything, except perhaps the pursuit of truth and beauty."

The teaching strategy used during instruction in business education classrooms is very significant in the acquisition of skills in the courses. A teaching strategy is a technique that a teacher uses to improve his teaching. It is when adopting a specific method or teaching tools, a teacher employs practice and refinement of presentation to make his teaching more effective. As a result, teaching is an attempt to help the learner improve their attitude and acquire a skill through a sequence of organized actions (Buseri & Dorgu, 2011). So, Teaching strategies, according to Norman (2011), include the use of instructional materials, procedures, and other resources accessible to teachers in order to help them meet the instructional requirement of all students and help them advance from dependent to independent learners. The processes, procedures, and techniques of preparing and carrying out teaching task or providing instructions to attain to educational aim are all part of the teaching strategy(s). Students are unable to gain relevant skills that will make them employable, according to Puyate and Okwakpam (2011), since teachers do not use a range of instructional methods. The unfortunate thing is that some teachers still use to additional pedagogy of teaching business education subject.

According to Krishna (2013), traditional teaching consists of a book, a bit of chalk, and a blackboard. Krishna went on to say that traditional pedagogy is dull, ineffective, and prone to tire students, and that such teaching methods are unsuitable for science, technology, management, including business education. This means the educator can use chalk and talk, read textbooks, notes, and overhead projector transparencies if they are accessible to impart the message or information. This is a type of directed instruction from the instructor to the pupils that has been utilized for decades and continues to be employed has an educational approach in all Nigerian education institutions. In line with the submission of Deckman, Postlethwait, and Wetherwax, (2012) the traditional approach to learning may not offer students with valuable skills or even a body of information that will last far beyond the semester's end. To improve the quality of classroom, instruction and learning, Non-traditional approaches such as dynamic, cooperative, collaborative, and problem-based learning, According to Mamman (2016), could be applied. In traditional learning, much time is spent on training lecturers on how to arrange appropriate interactions between students and materials (i.e textbooks, curriculum programmes), and sometimes is spent on how lecturers should to interact with student but how student should interact with one another is largely ignored. According to Ekunno (2010), insufficient learning of the require ability in business studies is due to poor teaching methods utilized in the lecture. He stated that one the key issues raise by parents, teachers, government officials, and others in the education system is the lack of effective ways for teaching business courses. Most business education teachers, According to Ogwunte and Okolocha (2016), employ more theory than practice and inquiry in their teaching methodologies, and the teaching materials they use are all antiquated, making them irrelevant for teaching in the current information technology era. Any teacher's strategy will be determined by the material or skill he or she is attempting to transmit. Teachers must adopt appropriate strategies and effective approaches to the teaching of business education courses if students' performance in business studies is to improve.

In the same vein, Idris and Rajuddin (2012) revealed students' technical and employability skills were significantly influenced by problem-based, context-based, and fieldwork teaching methods. According to

Okoli (2011), the current business education curriculum in Nigeria is primarily theoretical and rhetorical. As a result, business education graduates lack the skills and abilities required for practical office performance. A number of definitions of the concept clog up the curriculum. It is described as a set of studies that students most complete to attain a certain level of education. According to Ibrahim (2017), curriculum is the sum of all the activities, experiences, and learning opportunities that institutions and teachers are responsible for, either internationally or by default, in order to ensure that learning occurs. This author expatiated that curriculum included the recognized and overlook the intentional and unintentional actions that take place in school, both formal and informal education, overt and covert education. Thus, the curriculum is planned activities of learning opportunities for a specific timeframe guided towards changing learners' behaviour. The business education curriculum is part of a continual planning and development process that includes the selection of learning experiences that will aid in the achievement of the programme's goals and objectives. The Business Education curriculum, according to Uchendu (2016), was designed to teach students the skills, processes, understandings, and responsibilities required for success in the business world. The business education curriculum, according to Ibrahim (2017), is an educational process that involves possibilities for students to be educated in business and educational related fields. In this context, the business education curriculum is in charge of providing students with the necessary skills, qualities, information, attitudes, and behaviours for teaching, entrepreneurial, administrative, and clerical jobs.

Furthermore, teacher qualities such as certification status and a degree in a field of specialization are proven to be highly significant and positively connected with student learning results (Udofia, Ekpo, Akpan, & Nsa, 2012). As the demand, expectation, and standard for teacher education become more scrutinized, there is a growing interest in teacher professional development (Louhran, 2014). What the teacher does as an impact on the entire leaning process. Students who have a good instructor do better in school (Akiri, 2013). According to Vanden Bergh and Roos (2014), each certain conditions are met, teacher professional development can be successful and long-lasting (Curwood, 2014). A teacher serves as link between teaching and learning. As a result, the teacher is a builder whose success is determined by his or her qualifications, gender, experience, and preparation. In other words, a teacher's attitude, personality, quality, effectiveness, academic qualifications, experience, and gender all contribute to or determine his or her performance. It's also worth nothing that the amount and quality of education received are both impressive. Students were unable to internalize skills and lay the foundation needed to master technical/vocational education and acquire work capabilities at tertiary levels due to insufficient teaching/instructional materials (Munishi, 2016). On provision and utilization of school facilities for students' skill acquisition, Uchendu (2016) revealed that, from the provision of facilities, students are able to acquire entrepreneurial skills moderately; also that the more the students utilize provided facilities the more they acquire entrepreneurial skill and finally, that as the facilities are provided so are they utilized by the students.

In any institution, the quality of the teaching staff is a critical aspect in the implementation of the curriculum. According to Emeasoba and Igwe (2016), a business teacher full potential. However he/she has the responsibility of assisting students who want to work in business place in develop their basic skills, knowledge, and attitude require for initial employment. Also, according to Emeasoba & Igwe (2016), a business education lecturer is someone who is knowledgeable about the six course component that make up a business education programme. He is a professional business teacher who is always up to date on the latest development in the field. While lecturers in Business Education should remain in the background, they should stimulate, guide and direct students. According to Mbugua, Muthea, and Sang (2012), the key issues are insufficient stiring, which leads to multigrade teaching, and the hiring of part-time tutors, which results in poor training quality. This implies a lack of necessary employability skills for the workplace since the desires staff is not tenable. In a similar spirit, Udo and Bako (2014) asserted that one of the most significant barriers to maximal skill acquisition in our schools and institutions is a lack of properly trained individuals to teach the skills and competencies. As a result of the demanding situation they find themselves in school teachers are unable to apply the practical component of curricular due to a lack of competency combined with inadequate facilities, poor motivation, and the issue (Sunra & Rajani, 2010).

Institutions have an important influence in graduates' acquisition of employability skills. Since teaching has always been considered a feminine activity, there is always a degree of gender balance among business education teachers in Nigerian school. As a result, female lecturers dominate secretarial practice and

pedagogy. The advent of ICT into secretarial practice, on the other hand, has taken the professional techniques and ideals in business education, as in many other professions. Nelson (2014), maintains the business owned and managed by female entrepreneurs operate differently from those owned managed by a male. According to the author, Women are more concerned work and family responsibilities, whereas men are more eager to build wealth through business ownership. According to Mueller (2014), men are more likely than women to engage in entrepreneurial activity. It is crystal clear from the available literature that most of them work on one factor concerning employability skills acquisition while some others work on other factors in diverse perspectives. All these observations; put together to make the focus of this study to be paramount to enhance the Acquisition of Employability Skills of Business Education Students in Nigerian Universities.

### **Statement of Problem**

Unemployment has become a major economic issue in the lives of Nigerian youth, leading to an increase in militancy, violent crimes, kidnappings, political thuggery, prostitution, and other problems. Analysts have stated that in general, job seekers' abilities do not meet the needs and desire of labour employers in Nigeria. As a result, many scholars have continued to wonder over the possible causes of growing unemployment among Nigeria fresh graduates of business education, given the skills they are expected to possess. Many variables have been identified as contributing to young unemployment in Nigeria. Overpopulation, corruption, godfatherism, an increase in the number of graduates per year, and lack employability skills are among the most common factors. Uchendu (2015), stated that the products of tertiary education in the twenty-first century appear to be skill deficient, i.e, they lack basic skills such as digital, leadership, tactical, teamwork, communication, social and problem solving skill. As a result, these graduates lack the skills necessary to find work for themselves.

In spite of the laudable philosophy of business education programme in Nigeria, recent studies have shown that graduates of business education face discrimination in the labour market in field such as administration, banking, and financial institutions in the country. Some business education graduates are unable to find work business they lack the necessary employability skills required for white-collar positions or self-employment initiatives. Meanwhile, as emphasized by the philosophy of the business education programme in Nigeria, the curriculum of the business education programme is geared toward equipping students with broader requisite knowledge and skill attributes, such as digital, team-work, communication leadership, thinking and problem-solving skills, for graduates' employability. Most employers of labour continue to reject business education graduates, claiming that their skills are solely useful in the classroom, according to Oduma (2010). Aside from discrimination, graduates of business education programme lack the necessary skills for life and services to society in a variety of fields. Indeed, the majority of programme graduates lack the necessary skills and expertise to pursue entrepreneurship in the country.

In addition, in this era of modern technology, business education graduates in Nigeria are ill-prepared for the full range of application of digital skills required for job opportunities in the 21<sup>st</sup> century. Okoro (2013), reiterated that the business education curriculum is sufficient, with little potential to enhance students' abilities for career chances and entrepreneurship awareness in the country. By implication, the possibility of securing a job is becoming more difficult while the number of employed graduates is always increasing. So far, no empirical evidence exist on the influence of joint institutional factors influencing employability skills acquisition of business education students in Nigeria universities, particularly in the southwestern states. The majority of research has focused on the issues that Nigerian business education programme faces. It is against this gap that the researcher intends to examine perceived Influence of Instructional Methods and Adequacy of Business Education Lecturers on Employability Skills Acquisition of Business Education Students in Universities in South-Western Nigeria.

### **Purpose of the Study**

The main purpose of this study was to examine the perceived influence of instructional methods and adequacy of business education lecturers on employability skills acquisition of business education students in universities in south-western Nigeria. Specifically, the study aimed to;

1. examine the extent to which instructional methods influence employability skills acquisition of business education students in Nigerian universities;

2. find out the extent to which adequacy of business education lecturers influence the employability skills acquisition of business education students in Nigerian universities.

**Research Questions**

The following research questions were formulated and answered in the course of the study:

- 1 To what extent does the instructional method influence the acquisition of employability skills of business education students in Nigerian universities?
- 2 To what extent does the adequacy of business education lecturers influence employability skills acquisition of business education students in Nigerian universities?

**Research Hypotheses**

The following hypotheses were tested at 0.05 level of significance.

H<sub>01</sub>: There is no significant difference between the mean responses scores of business education lecturers regarding the influence of instructional methods on the acquisition of employability skills of business education students in Nigerian universities based on their years of experience.

H<sub>02</sub>: There is no significant difference between the responses of male and female business education lecturers regarding the influence of adequacy of business education lecturers on the acquisition of employability skills of business education students in Nigerian universities based on their years of experience.

**Methodology**

The study used a descriptive survey research design, as it studied the phenomena or variables in natural settings. The survey design was considered appropriate for this study which seeks to collect data on the opinions of business education lecturers in universities South-western in Nigeria that offer business education programme. The target population of the study comprised of 116 business education lecturers in the six universities in South-western Nigeria that offered business education programme. The study used the whole population, thus, no sample was drawn because the population is relatively small and manageable. Instrument for the data collection was a structured questionnaire. The Instrument was validated by three experts in the Business and Entrepreneurship Education Department, Kwara State University, Malete. The experts were given the purpose, research questions, hypotheses and the instrument. Their comments, suggestions and corrections were incorporated into the final draft to ensure the genuity of the research instrument in measuring what it is purported to measure. A pilot study was carried out at kwara State University Malete and Al-Hikman University Ilorin to determine the reliability of the instrument and Cronbach’s Alpha method of reliability was used in determining the reliability of the instrument and the reliability coefficient of 0.94 was realized was adjudged reliable and stable. The Instrument was neatly packaged and given to the respondents to complete. One hundred and sixteen copies of the instrument were administered to the respondents and all copies of the questionnaire 116 were returned. Collection of completed instrument lasted for four weeks. The data collected were analyzed in three stages. In the first stage, descriptive statistics of frequency counts and percentages were employed to analyze the bio-data of the respondents, while mean and standard deviation were used to analyze the data to answer the research questions. The hypotheses formulated were tested at 0.05 level of significance using Analysis of Variance (ANOVA). The decision on research questions was taken using the following limits. A weighted mean of 2.50 and above was considered as great extent, while a weighted mean of 2.49 and below was considered as low extent in respect of research questions and for the hypotheses, if the observed p-value is less than or equal to the fixed p-value (0.05) the null hypothesis was rejected. If otherwise the null hypothesis was not rejected.

**Results**

**Research Question 1:** To what extent does the instructional method influence the acquisition of employability skills of business education students in Nigerian universities?

**Table 1: Mean and standard deviation of responses on the extent to which instructional methods influence the acquisition of employability skills of business education students in Nigerian universities**

S/N	ITEMS	$\bar{X}$	SD	Remark
1	Lecture methodologies enhance students’ skill acquisition in the teaching profession.	3.35	0.53	Great Extent

2	Demonstration methods of instruction enhances students' use basic computer applications properly and aids student acquisition of digital skills.	3.36	0.68	Great Extent
3	Work-based learning enhances the acquisition of decision-making skills.	3.36	0.55	Great Extent
4	Stimulation method of instruction aids acquisition of work ethics skill	3.16	0.54	Great Extent
5	Field trips/ works aid the acquisition of enterprises skill.	3.42	0.50	Great Extent
6	Context-based learning enhances the acquisition of Creative thinking and Innovation skill.	3.39	0.64	Great Extent
7	Discussion method of instructions enhances the acquisition of communication skills.	3.47	0.50	Great Extent
8	Problem-based learning aids the acquisition of problem-solving skills.	3.20	0.61	Great Extent
9	Project method of instructions aids the acquisition of Creative thinking skills.	3.32	0.47	Great Extent
10	Cooperative method of instructions aids the acquisition of Teamwork skills.	3.46	0.50	Great Extent
11	Collaborative learning aids the acquisition of interpersonal skills.	3.37	0.49	Great Extent
12	Project method of instructions helps students' skill acquisition in planning and organizing.	3.39	0.49	Great Extent
13	The work-based learning method of instructions enables students to gain technical skill	3.55	0.50	Very Great Extent
14	Cooperative methods of instructions aid the acquisition of teamwork skills.	3.37	0.49	Great Extent
15	Field trips/ works method of instructions enhances the acquisition of work ethics skills.	3.31	0.46	Great Extent
<b>Weighted Mean</b>		<b>3.37</b>	<b>0.53</b>	<b>Great Extent</b>

Source: Field survey, 2022

Table 1 reveals that the lecture methodology enhance students' skill acquisition in teaching profession (mean = 3.35); demonstration method of instruction enhance students to use basic computer applications properly and aids student acquisition of digital skill (mean = 3.36); work-based learning enhance the acquisition of decision making skill (mean = 3.36); stimulation method of instruction aids the acquisition of work ethics skill (mean = 3.16); field trips/ works aid acquisition of enterprises skill (mean = 3.42); context-based learning enhance their acquisition of Creative thinking and Innovation skill (mean = 3.39); Table four also showed that discussion method of instruction enhances the acquisition of communication skill (mean = 3.47); problem-based learning aids the acquisition of problem solving skill (mean = 3.20); project method of instruction aids the acquisition of Creative thinking skill (mean = 3.32); cooperative method of instruction aids the acquisition of Teamwork skill (mean = 3.46); and collaborative learning aid the acquisition of interpersonal skill (mean = 3.37). The respondents also use project method of instruction to help students in skill acquisition in planning and organizing (mean = 3.39); work-based learning method of instructions enables students to gain technical skill (mean = 3.55); cooperative method of instruction aids the acquisition of teamwork skill (mean = 3.37); field trips/ works method of instruction enhances the acquisition of work ethics skill (mean = 3.31). All the 15 items have their standard deviation ranged from 0.46 to 0.68 which is below the fixed value of 1.96. This means that the responses of the respondents were not too wide spread, the responses are slightly clustered to the mean. In the all, the data analyzed in Table 1 revealed that instructional methods influence the acquisition of employability skill of business education students in Nigerian universities to a great extent(mean = 3.37, SD = 0.53).

**Research Question 2:** To what extent does the adequacy of business education lecturers influence employability skill acquisition business education students in Nigerian universities?

**Table 2:** Mean and standard deviation of responses on the extent to which the adequacy of business education lecturers influence employability skill acquisition of business education students in Nigerian universities?

S/N	ITEMS	$\bar{X}$	SD	Remark
1	Enhance the acquisition of entrepreneurship skill for self-reliance.	3.36	0.64	Great Extent
2	Aid students' skill acquisition in teaching profession.	3.47	0.50	Great Extent
3	Aid the acquisition of creative thinking and innovation skill.	3.20	0.61	Great Extent
4	Aid the acquisition of Teamwork skill.	3.33	0.47	Great Extent
5	Determine the utilization of training equipment which aids the acquisition of work ethic skill.	3.46	0.50	Great Extent
6	Aid acquisition of interpersonal skill	3.37	0.49	Great Extent
7	Enhance the acquisition of digital skill	3.39	0.49	Great Extent
8	Aid the acquisition in teaching profession	3.55	0.50	Great Extent
9	Enhance the acquisition of decision making skill	3.37	0.49	Great Extent
10	Aid the acquisition of problem solving skill	3.34	0.54	Great Extent
11	Enhance the acquisition of planning and organizing skill.	3.16	0.54	Great Extent
12	Aid the acquisition of digital skill	3.40	0.49	Great Extent
13	Enhance the acquisition of leadership skill.	3.36	0.64	Great Extent
14	Aid students acquisition of communication skill	3.47	0.50	Great Extent
15	Aid students acquisition of entrepreneurship skill	3.41	0.56	Great Extent
<b>Weighted Mean</b>		<b>3.28</b>	<b>0.60</b>	<b>Great Extent</b>

Source: Field survey, 2022

Table 2 revealed that adequacy of business education lecturers enhance the acquisition of entrepreneurship skill for self-reliance (mean = 3.36); aid students skill acquisition in teaching profession (mean = 3.47); aid the acquisition of creative thinking and innovation skill (mean = 3.20); teamwork skill (mean = 3.33); determine the utilization of training equipment which aids the acquisition of work ethic skill (mean = 3.46); aids the acquisition of interpersonal skill (mean = 3.37). Table two also showed that the adequacy of business education lecturers enhance the acquisition of digital skill (mean = 3.39); aids the acquisition in teaching profession (mean = 3.55); enhance the acquisition of decision making skill (mean = 3.37); aids the acquisition of problem solving skill (mean = 3.34); and enhance the acquisition of planning and organizing skill (mean = 3.16). The respondents also agreed that the adequacy of business education lecturers aids the acquisition of digital skill (mean = 3.40); enhance the acquisition of leadership skill (mean = 3.36); aid the students acquisition of communication skill (mean = 3.47); aid the students acquisition of entrepreneurship skill (mean = 3.41). All the 15 items have their standard deviation ranged from 0.47 to 0.64 which are below the fixed value of 1.96. This means that the responses of the respondents are not too wide spread; the responses are slightly clustered to the mean. In the all, the data analyzed in Table 2 revealed that adequacy of business education lecturers influence employability skill acquisition of business education students in Nigerian universities (mean = 3.28, SD = 0.60).

**Test of Hypotheses**

**H<sub>0</sub>:** There is no significant difference in the mean response scores of business education lecturers regarding the influence of instructional methods on the acquisition of employability skills of business education students based on their years of experience.

**Table 3: Based on their years of experience, a summary of one way analysis of variance of the difference in the mean response scores of business education lecturers regarding the influence of instructional methods on the acquisition of employability skills of business education students.**

Group	N	Mean	SD	f-cal	Df	p-value	Decision
1 – 5 years	24	3.36	0.20				
6 – 10 years	21	3.33	0.16				
				2.121	3,112	0.102	NS
11 – 15 years	45	3.41	0.16				
16 and above	26	3.32	0.19				

Source: Field survey, 2021

P>0.05

Table 3 shows that there are 24 respondents with 1-5 years of experience, 21 respondents with 6-10 years of experience, 45 respondents with 11-15 years o experience, and 26 respondents with 16 years or more of

experience. 2.121 ( $F_{cal}=2.121$ ) is the computed value of F. the null hypothesis, that there is no significant difference in the mean response scores of business education lecturers regarding the influence of instructional methods on the acquisition of employability skills of business education students based on their years of experience, was not rejected ( $F_{3, 112}=2.121$ ;  $p=0.102$ ) because the observe p-value is 0.102, which is greater than the fixed p-value of 0.05 ( $P>0.05$ ). This implied that there was no significant difference in the mean response scores of business education lecturers regarding the influence of instructional methods on the acquisition of employability skills of business education students based on their years of experience.

**H<sub>02</sub>:** There is no significant difference in the mean response scores of business education lecturers regarding the influence of the adequacy of business education lecturers on the acquisition of employability skills of business education students based on their years of experience.

**Table 4: Summary of the difference in the mean response scores of business education lecturers on the influence of adequacy of business education lecturers on the acquisition of employability skills of business education students based on their years of experience using one way analysis of variance.**

Group	N	Mean	SD	f-cal	Df	p-value	Decision
1 – 5 years	24	3.38	0.23				
6 – 10 years	21	3.35	0.19				
				2.246	3,112	0.087	NS
11 – 15 years	45	3.43	0.20				
16 and above	26	3.30	0.22				

Source: Field survey, 2021

$P>0.05$

Table 4 show that there 24 respondents with 1-5 years of experience, 21 respondents with 6-10 years of experience, 45 respondents with 11-15 years of experience, and 26 respondents with 16 years or more of experience. F has been calculated to be 2.246 ( $F_{cal} = 2.246$ ); because the measured p-value of 0.087 exceeds the predetermined p-value of 0.05 ( $P>0.05$ ); the null hypothesis which stated that there is no significant difference in the mean response scores of business education lecturers regarding the influence of adequacy of business education lecturers on the acquisition of employability skills of business education students based on their years of experience was not rejected ( $F_{3, 112} = 2.246$ ;  $p=0.087$ ); This implied that there was no significant difference in the mean response scores of business education lecturers regarding the influence of the adequacy of business education lecturers on the acquisition of employability skills of business education students based on their years of experience.

**Discussion of findings**

This finding is consistent with Akpomi (2009), who criticized lectures’ methods for teaching self-employment skills and place emphasis on psychomotor method that can promote and encourage self-employment behavior in students. Supporting this assertion, Ogunsola and Adewale (2012) asserted that the teaching approach used could have a major impact on school children’s academic progress. The finding on the impact of training equipment on the acquisition of employability skills by business education students in Nigerian universities suggest that business education curriculum contents has an influence on the acquisition of employability skills of business education students.

This finding was backed up by an earlier study by Okirie and Ezeji (2008), who found a substantial difference in the mean evaluations of male and female respondents when it came to which mission statements in the business school curriculum met students’ needs. The level is moderate (mean =2.80). Thus, It is believed that if business education students gain these talents, they will be more likely to practice as professional teachers, start their own business and eventually grow to hire others after graduating from school. As a result, if relevant instructional resources are provided, lecturers will be able to use them effectively and will improve their level of competency in teaching self-employment skills acquisition. There was no significant difference in the mean answer scores of male and female in business education ( $t_{114} = 2.826$ ,  $P>0.05$ ), according to the findings on the influence of lecturers’ qualification on the acquisition of employable skills. As a result, the null hypothesis states that there is no significant difference in mean response scores between male and female business education lecturers when it come to

the impact of lecturers' qualifications on the acquisition of employability skills by business education students in Nigerian universities. This meant that the qualification of lecturers at Nigerian universities have an influence on the acquisition of employability skills by business education students.

There was no significant difference in the mean answers scores of male and female business education ( $t_{114} = 2.8826, P > 0.05$ ) when it came to the influence of lecturers' qualifications on the acquisition of employable skills. As a result, the null hypothesis states that there is no significant difference in mean response scores between male and female business education lecturers when it comes to impact of lecturers' qualifications on the acquisition of employability skills by business education students in Nigerian universities. This meant that qualification instructors at Nigerian universities have an impact on the acquisition of employability skills of business education students (Alexander (2013) found that topic knowledge, teaching skills, lecturers' qualification and lecturer attitude (teaching competences) all have a significance favorable impact on students' academic achievement. The findings of the study are consistent with those of Okunbanjo (2013), who found that out of the three predictor factors, perceived competence was the most powerful, followed by the teacher autonomy support for predicting student accomplishment. AL Mutairi (2011) and Kang'ahi, et al (2012) admit that while there are several factor that influence students' academic performances, lecturer's competencies (Subject knowledge, lecturer qualification, teaching skills and lecturer's attitude) and teaching methods remain the most importance determinants of students' academic achievements in developing Students who will take up grea. This conclusion concurred with Sheda (2017), who stated that work is an important component of business since it is often necessary for colleagues to work effectively together, use their abilities, and provide constructive feedback despite personal disagreement.

According to Ahmed (2009), resources available to vocational and technical education are insufficient, facilities and equipment given do not meet the growing student's intake, teachers are not motivated to teach practical skills, and that students are not actively participating in training. These deficiencies in facilities and equipment obstruct the achievement of the important goes of delivering training and effectual self-sufficiency after graduation. The disparities in the amount required 21<sup>st</sup> century job skill were unsurprising, given that some colleges' curricula are more contemporary than others, and the facilities and equipment available varies. The findings verified Jubril's (2010) study, which found that business education programmes in Nigerian universities are the most successful in terms of teaching facilities and equipment required for proper curriculum implementation. The findings, however, refuted Palmer's (2007) observation that business education students in some colleges receive inadequate training. He went on to say that most universities training consist of passive or rote learning with little practical application. According to Ahmed (2009), certain institutions' teaching and learning can be described as passive beneficiaries of training due to the outmoded character of their curriculum. He emphasized that the transmission of skills has mostly been a "top-down" supply-driven approach that has overlooked generic 21<sup>st</sup> century talents. As a result, the result suggest that the curriculum and facilities appear to be a significant precondition for student learning, as long as other factor such as solid academic programme in the school are present, similarly, John (2010) related inequalities in school achievement to curriculum, implementation, available facilities, and manpower in previous study. He claimed that in education, teaching resources, teaching abilities, and curriculum are all critical. The following data indicated that there was no significant difference in the mean answer scores of business education lecturers when it came to the impact lecturers' adequacy on the acquisition of employability skills by business education student based on their years of experiences.

The findings support those of Dasmani (2011), who found that most TVET graduates blamed their unemployment status on a variety of factors, including outdated and irrelevant curriculum, lack of exposure to entrepreneurship education, practical subjects not well taught due to the lack of laboratory and insufficient practical demonstrations, teacher centered instruction, obsolete equipment, and materials in short supply. Obiunu and Ebinu (2010) did research on "Factors Affecting Students' Career Developing in Delta State's Ethiope East Local Government Area". "Four research questions were posed to the researcher as a guide. The study employed a descriptive survey research approach. The study had a total population of 2,226 students, with 480 students' servings as samples. The data was collected from the respondents using a standardized questionnaire, which was then analyzed using basic percentages. The study's findings demonstrated, among other things, that educational elements (curriculum) influenced students' career development. This signifies that a students' academic performance and acquired abilities have a substantial

impact on their professional advancement. The researcher proposed that career development be viewed as essential to a child's pleasure and self-actualization, and that the home, classroom, and community at large be viewed as workplaces with all members' employees.

The study aid the current researcher in the areas of literature review and data collection technique, but it lacks null hypotheses and standard instruments for answering research questions that the current study will solve. The research conducted by Ezenwafor and Olaniyi (2016) was motivated by the need to determine whether business education graduates acquire adequate skills for entrepreneurial success by determining small and medium enterprise managers' ratings of such skills needed by business education graduates for entrepreneurial success in the states of Ondo and Ekiti. The study was led by two research questions and two hypotheses. The study was designed as a descriptive survey. The study's sample size was 230 managers out of a total population of 540 managers. Data was collect using a standardized questionnaire with a five-point rating scale that had been thoroughly validated by professionals in the field. The test retest method was used to establish the instrument's reliability, and Cronbach Alpha was used to determined internal consistency, yielding an overall reliability coefficient of 0.75. The mean and standard deviation were used to assess data in relation to study questions and establish whether or not respondent ratings were consistent. The hypothesis was tested using the t-test at the 0.05 level of significant. The survey' findings revealed that small and medium firm manager rated problem solving and marketing skills as two of the most important skills for entrepreneurial success in the region under investigation among business graduates.

According to the findings, government and professional bodies such as the Association of Business Education of Nigeria (ABEN) should hold workshops, seminars and conferences on the skills needed for entrepreneurial success on a regular basis to build and enhance the capacity of business teachers, business education student, business education graduates, entrepreneurs, and the general public. Ezenwafor and Olaniyi's study is comparable to this one is that both contain skill ratings for business education graduates that are needed for successful entrepreneurs as one of their variables. However, the focus of this investigation was different. It also ranked the talents that business education requires. Ibrahim (2014) evaluated to content of business education curriculum for university students in Nigeria in terms of acquiring work skills and career possibilities. The study was guide by six research questions, with six hypotheses created and assess at the 0.05 significant level. The demographic and sample of the study were 602 final year students from nine federal universities offering business education during the 2011/2012 academic year. To address the given research objectives, means and standard deviations were employed, with a benchmark of 2.5 used as a criterion for agreement. Null hypotheses one, two, three, and four were tested using Simple Regression (SR), whereas null hypotheses five and six were tested using ANOVA. The study's findings revealed, among other things, that business education curriculum contents in Nigeria federal universities did not offer students with necessary skills for post graduations employment. This conclusion suggested that a business education curriculum had the potential to provide

### **Conclusion**

Instructional methods and the adequacy of business education lecturers have significance impact on the acquisition of employability skills of business education students in Nigeria universities that prepare students for the workplace. As a result of the findings in previous chapter, it is appropriate to concluded that instructional methods and the adequacy of business education lecturers have a significant influence on the acquisition of employability skills of business education students in Nigerian Universities, and in the absence of all these, students will still be walking the streets looking for a job. Students who attend universities with enough academically prepared business education lecturers who are taught to implement the curriculum of various fields of specialization with proper training equipment will gain the requisite employability skills needed in the workplace. On the other hand, due to the lack of employability skills, business education graduates would continue to face discrimination in the labour market in the county.

### **Recommendations**

The following recommendations are suggested based on the study's findings and conclusions.

1. Business education lecturers must be conversant with a variety of instructional methods and be able to select the most relevant ones for the topics of the lesson, as the teaching approach adopted in the classroom has a substantial impact on the acquisition of skills in the course.

2. Government and institutional government should hire a sufficient number of teaching personnel to assist students who wants to engage in business in developing the basic skills, knowledge and attitude required for entry level positions.

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