ASSESSMENT OF SKILLS ACQUISITION FOR SELF-RELIANCE IN BUSINESS STUDIES CURRICULUM AMONG JUNIOR SECONDARY SCHOOL STUDENTS IN KADUNA STATE, NIGERIA

BY

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MAY, 2016

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A DISSERTATION SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES, AHMADU BELLO UNIVERSITY, ZARIA, IN PARTIAL FULFILLMENT OF THE REQUIRMENTS FOR THE AWARD OF MASTERS' DEGREE IN EDUCATION (CURRICULUM AND INSTRUCTION) DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM, FACULTY OF EDUCATION AHMADU BELLO UNIVERSITY, ZARIA, NIGERIA

MAY, 2016

DECLARATION

I hereby declare that the work in this dissertation entitled Assessment of Skills Acquisition for Self-reliance in Business Studies Curriculum among Junior Secondary School Students in Kaduna State, Nigeria, has been carried out by me in the Department of Educational Foundations and Curriculum. Ahmadu Bello University, Zaria. The Information derived from the literature has been duly acknowledged in the text and a list of references provided. To the best of my knowledge, no part of this dissertation was previously presented for another degree or diploma at this or any other Institution

_____ _____

Sakina, YAKUBU Date

CERTIFICATION

This dissertation entitled ASSESSMENT OF SKILLS ACQUISITION FOR SELF-RELIANCE IN BUSINESS STUDIES CURRICULUM AMONG JUNIOR SECONDARY SCHOOL STUDENTS IN KADUNA STATE, NIGERIA by SAKINA YAKUBU meets the regulations governing the award of the degree of Masters in Education (Curriculum and Instruction) of the Ahmadu Bello University, Zaria, and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This research work is dedicated to my late Father, Alhaji Hassan Tama; My late sister Sa'adatu Hassan Tama and My late Father-in-law Alhaji Adamu Abubakar. May their gentle souls rest in peace, (Ameen).

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An academic hurdle of this nature cannot easily be overcome without contributions from many people. But first and foremost, I want to give praises to Almighty Allah (SWT) for seeing me through this programme, for showing his blessing and also at protecting me.

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ABSTRACT

This study on the "Assessment of Skills Acquisition for Self-Reliance in Business Studies Curriculum among Junior Secondary School Students in Kaduna State, Nigeria", was conducted with the objectives to: determine the extent to which business studies influences students acquisition of keyboarding skill for self-reliance in junior secondary schools in Kaduna State; ascertain whether business studies influences students towards acquiring computer skill for self-reliance in junior secondary schools in Kaduna State; find out the extent to which business studies influences students acquisition of accounting skill for self-reliance in junior secondary schools in Kaduna State; and assess the extent which business studies influences students acquisition of shorthand skill for self-reliance in junior secondary schools in Kaduna State. Four research questions and four null hypotheses were raised in line with the stated objectives. Survey research design was adopted for the study and data was collected using a researcher designed questionnaire which contained fourty (40) items. A total of three hundred and eighty (380) Business studies students responded to the instrument. The data gathered were analyzed using the mean to answer research question and Chi-square (X^2) to test the four research question at 0.05% level of significance. Findings from this study among others revealed that significant difference exist in the extent to which business studies influences students acquisition of keyboarding skill for self-reliance in junior secondary schools in Kaduna State. Likewise, result shows a significant difference exist in the influence of business studies towards students acquiring of computer skill for self-reliance in junior secondary schools in Kaduna State. Based on the findings of this study, it was recommended that Business studies curriculum contents should be properly taught so as to encourage acquisition of keyboarding skills in junior secondary schools in Kaduna state. Also, Business studies and vocational training at the junior secondary level should be encouraged through proper funding, provision of state of the art equipment for better acquisition of computer skills.

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OPERATIONAL DEFINITIONS OF TERMS

Keyboarding: Is the act of inputting information by operating a keyboard as a tool to convey information to others.

Curriculum: As a prescribed course of study which students must learn in order to reach a certain level of education.

Business Studies: Is a specialized area of vocational education offered in Junior secondary school that provides educational training and skills development.

Computer: Is a piece of equipment that uses electricity and operates through instructions which have been stored in its own memory. It accept data and process it in order to get the required information.

Skill Acquisition: These are general skills that are needed to get most jobs, help employee to stay in job and facilitate their promotion.

Type Writer: Is a machine which can print letters on paper by means of keys. It is a very useful piece of office equipment.

Entrepreneurship Education: Is a form of education that equip individual with necessary skills to serve in an environment.

Skills: This refer to individual ability or abilities to perform specific task of assignment successfully. Which need basic training or knowledge.

Self Reliance: Reliance on oneself or one's own powers or resources.

CHAPTER ONE
INTRODUCTION

1.1 Background to the Study

Secondary school education in Nigeria is that form of education received by children after primary education and before tertiary level, with the broad aims of preparation for useful living within the society and preparation for higher education as stated in the Federal Government of Nigeria (2009). This level of education is a very fundamental stage in the life of the students because it gives them a firm foundation on which they can opt for a job and be self reliant or proceed to higher institutions of learning for further studies. Against this background of national aspirations, a National Policy on Education commonly referred to as '6-3-3-4' system of education emerged which led to introduction of vocational subjects, business studies inclusive, at Junior Secondary Schools in Nigeria.

Business Studies, is a skill-based programme designed for sub-professional level education and based on a specific vocation. The subject encompasses business principles, theory and practice that underpin the development of entrepreneurial initiatives, sustainable enterprises and economic growth of the school leavers. According to Federal Government of Nigeria (2009), Business Studies will encourage in students an interest in, and a positive attitude towards, the business world and to enable them to acquire a knowledge and an understanding of commercial activities and to provide an introduction to the structures and functions of business institutions and their inter-relationships, reflective lifelong learners who responsibly manage themselves and their activities while working towards business goals and are able to secure formal employment, and are in a position to pursue sustainable entrepreneurial and self employment career pathways. Thus the main objective of business studies

and other related subjects according to Okwuanaso and Nwazor (2000), are to instill in the students a pattern of thinking, develop attitudes and values before such habits become unchangeable. In the field of business studies as in other aspect of education, teaching effectiveness makes learning not only meaningful but interesting and applicable to work and environmental demands.

The researcher will assess a 9-year Basic Education Curriculum in Business Studies for junior secondary school 1-3 by Nigerian Educational Research and Development Council (NERDC, 2007).

Business Studies curriculum took cognizance of the need to provide students with the ability and skills (such as, keyboarding, computing, accounting, and shorthand) to be gainfully employed upon completion of their programme as well as prepare them for a setting up of their small business as entrepreneurs. The general objectives of Business Studies as stated in the Curriculum (2007), therefore are to: provide the orientation and basic skills with which to start an occupation for those who may not have opportunity for further training; provide basic business skills for personal use now and in the future; prepare students for further training in Business Studies; relate the knowledge and skills to the national economy; and develop basic skills in office occupations.

According to Shuga (2010), the fundamental purpose for introducing Business Studies in secondary schools curriculum was to provide students with the knowledge, skills, and attitudes necessary to achieve success in secondary school, the workplace, post-secondary education or training, and daily life. Eze (2011), added that the goals of business studies curriculum are to enable students to: gain an understanding of business concepts through the study of subjects such as commerce, shorthand, office practice, book keeping and computer; develop the skills, including critical thinking

skills, and strategies required for self employment; apply the knowledge, skills, and attitudes acquired through the study of business to a variety of learning tasks and relate them to business phenomena on the local, national, and global levels; and develop lifelong learning skills that will help students adapt to technological advancements, the changing workplace, and the global economy.

Keyboarding is as old as the history of typewriting itself. Today in our society, skills in keyboarding is in evidence in almost every aspect of our lives. We are constantly experiencing the need of keyboard training in our educational system for its sustainable development. In line with Nigerian Educational Policy, Oyeyiola (2006), and Daudawa (2006), opined that if education is to take a new and dynamic significance, it must be aimed at training students for some specific skills which will make them to be relevant in today's office and for self reliance. Computer and word processing skill is relevant for all students and importantly business studies students, because computer has simplified through automation all functions and secretarial duties.

The dissatisfaction with the skills and knowledge demonstrated by Business Studies graduates entering the workforce has been of concern by employers for a number of years (Cory and Pruske, 2012). A question that often comes to mind is how academics can help Business Studies learners meet the set of skills demands both at recruitment and for self reliance (De Villiers, 2010; Kavanagh and Drennan, 2008). An understanding of the broad and complex set of skill demands of employers is therefore essential. Most secondary schools strive for continuous improvement in their Business studies curriculum to provide a quality education that will meet the needs of various stakeholders, mainly employers, and enable business studies graduates to succeed. Several studies identifying essential skills in the Business

Studies profession have been carried out within the last decade. Such as, Lin, Xiaoyan, and Min (2005), they investigated the required accounting skills and knowledge from both students and business studies instructor perspectives. Respondents agreed that the most important skills are professional demeanour, technical knowledge, communication and critical thinking. Their results revealed that the participants were not satisfied with the way skills and knowledge are delivered hence, this calls for proper acquisition of skills through Business studies.

Shorthand is taught right from junior secondary schools in Nigeria under business studies to tertiary institutions such as Polytechnics, Colleges of Education and some Universities. The acquisition of shorthand skills by a students makes him/her relevant in the Business world. There is no doubt that he is an indispensable figure in every aspect of an organization which perform secretarial duties most effectively (Arukwe, 1999). A successful shorthand student has brighter future ahead because shorthand is useful in almost all profession. For example, shorthand notes are legal documents that can be used in a court case. Shorthand is a vital skill for court reporters because in most jurisdiction cameras and recorders are not allowed in court during proceedings. Therefore, considering the importance of requisite skills and success in self-employment, this study assessed the influence of skill acquisition programme for self-reliance in Business studies among Junior Secondary Schools in Kaduna State, Nigeria, in the area of keyboarding, computer, accounting and shorthand skills.

1.2 Statement of the Problem

The future and hopes of any nation is determined by the youths. The rates of resources invested in youths today have both immediate and long term benefits to individuals and the society at large. Its worth noting that equipping youths with

desired skills (such as keyboarding, computing, accounting, and shorthand) for self-reliance has significant influence in curbing unemployment in the country particularly among secondary school leavers. It is in persuance of this that, the 6-3-3-4 system of education was introduced. This system led to the introduction of introductory technology, agriculture, home economics and business studies into the Junior Secondary School curricula. The primary aim of introducing the system is to equip school leavers with knowledge, skills, attitudes and values desirable in the society.

This system was acknowledged as a means for transforming and empowering youth. Uyanya (2010), opines that the most important thing that ever happened to Nigeria is the 1981 National Policy of Education. It was hoped that, business studies will equip students with vocational skills, entrepreneur training, which enable them to be self reliant. Supporting this view, Aladekomo (2004), maintains that the educational policy was to furnish students with skills for self-reliance, future academic challenges preparations and improved access to employment opportunities upon graduation.

However, despite the governments' commitment in educational sector, large number of secondary schools offering business studies have witnessed increase in enrolment rate and yet issues of unemployment and self-reliance with their attendant consequences such as increased crime rate, unfulfilled dreams, suicide, impaired financial position and so on, are posing a great challenges to many in Nigeria (Adamu and Yakubu, 2012). Also, the problem of lack of skills for self-reliance among students of Business studies has become a thing of concern to business educators. This situation has not only posed a great challenge to students but it has also the economy and retarded the economic growth of the country as skills for self-reliance was lacking.

It is an understatement that the emphasis of 6-3-3-4 system of equipping students with skills has lost the quality. This situation has led to the production of school leavers without desired skills for self-reliance. The prevailing situation is JSS students are taught abstractly without acquiring basic skills as desired in the National Policy on Education. However teachers are encouraged to enrich the contents with relevant materials and information from their immediate environment, but adapting the curriculum to their needs and aspiration. In view of these, this research is out to assess the influence of skills acquisition for self-reliance in Business studies among junior secondary schools in Kaduna state, Nigeria.

1.3 Objectives of the Study

The general objective of the study is on the assessment of skill acquisition programme for self-reliance in business studies in junior secondary schools in Kaduna State, Nigeria. The specific objectives of this study are to:

1. determine the extent to which Business Studies influences students acquisition of keyboarding skills for self-reliance in junior secondary schools in Kaduna State;
2. ascertain whether Business Studies influence students towards acquiring computer skill for self-reliance in junior secondary schools in Kaduna State;
3. find out the extent to which Business Studies influence students acquisition of accounting skill for self-reliance in junior secondary schools in Kaduna State;
4. assess the extent to which Business Studies influence students acquisition of shorthand skill for self-reliance in junior secondary schools in Kaduna State.

1.4 Research Questions

The research work has sought to provide answers to the following research questions:

1. To what extent does Business Studies influence students acquisition of keyboarding skills for self-reliance in junior secondary schools in Kaduna State?
2. What influence does business studies have towards students acquiring of computer skills for self-reliance in junior secondary schools in Kaduna State?
3. To what extent does Business Studies influence students acquisition of accounting skills for self-reliance in junior secondary schools in Kaduna State?
4. How does Business Studies influence students acquisition of shorthand skill for self-reliance in junior secondary schools in Kaduna State?

1.5 Hypotheses

In line with the research question, the following null hypotheses were raised for this study.

1. There is no significant difference in the extent to which Business Studies influence students acquisition of keyboarding skills for self-reliance in junior secondary schools in Kaduna State;
2. There is no significant difference in the influence of Business Studies towards students acquiring of computer skills for self-reliance in junior secondary schools in Kaduna State;
3. There is no significant difference in the extent to which Business Studies influence students acquisition of accounting skills for self-reliance in junior secondary schools in Kaduna State; and

4. There is no significant difference in the extent to which Business Studies influence students acquisition of shorthand skills for self-reliance in junior secondary schools in Kaduna State.

1.6 Basic Assumptions

The study have the following assumptions that:

1. Business studies is taught in all junior secondary schools in Kaduna State by qualified and experienced teachers;
2. Business studies skills is made up of such skills as keyboarding, computing, accounting, shorthand among others;
3. Business studies is taught using requisites machines and equipments or facilities that are supposed to enhance optimum skills acquisition;
4. The curriculum of Business Studies provides students with the opportunity to develop and understand current business concepts, practices, techniques, tools and skills needed in the labour market; and
5. there is linear relationship between content of Business Studies and the skills development after training and what parents aspired for the children and their future achievements in life.

1.7 Significance of the Study

This study when successfully carried out would be of academic significance to Business studies teachers, students, curriculum planner School head, the academic researchers, publishers and ministry of education. Business studies students would find it very useful as it will make them to find a way of updating their knowledge and skills in Business education. It will be of relevance to curriculum planners in knowing how the existing skills acquisition for self-reliance can be taught in Business studies in junior secondary schools in Kaduna state, Nigeria.

Findings from this study will enable teachers have adequate knowledge of instructional materials and facilities that would facilitate teaching and learning of the subject to enhance students' academic performance and acquisition of requisite skills. The research work would enable curriculum planners to appreciate the need to integrate academic and vocational Education in Business Education rather than broad concepts that entails the blending of concepts, principles and content from academic disciplines.

The findings are also expected to pave way for further studies and provide information for educational researchers in the field of Business Studies. Furthermore, as schools are always looking for ways to ensure that their students perform excellently in every subject in the curriculum, as such, school authorities would find the result of the study of great importance in order to improve the Business studies curriculum delivery at the junior secondary schools in Kaduna State. Finally, the society at large would be interested in the results of the study because the students are part of the larger society.

1.8 Scope of the Study

This study was set out to assess the skills acquisition programme for self-reliance in Business studies among junior secondary schools in Kaduna State, Nigeria. This study was delimited to Business studies students in Junior Secondary Schools (JSSII) in Zaria and Sabon Gari educational zones, Kaduna state, Nigeria. The research was an opinionated study which gathers opinions of teachers and students. The variables of the study include students, Skill Acquisition programme, and self-Reliance skills like, keyboarding, computing, accounting, and shorthand.

CHAPTER TWO
REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter reviews some literatures that are related to the present research work. The researcher reviewed literatures under the following sub-headings: Theoretical Framework; Conceptual Framework; Concept of Curriculum; Importance of Curriculum; History of Business Education in Nigeria; Business Education at Junior Secondary Level; Curriculum Content of Business Education; Skills Development in Business Education Programme in Kaduna State; Keyboarding Skill Acquisition in Business Education; Computer Skill Acquisition in Business Education; Accounting Skill Acquisition in Business Education; Shorthand Skill Acquisition in Business Education; Reforming Curriculum of Business Studies; Empirical Studies; and Summary.

2.2 Theoretical Framework

Some theories on basic skills acquisition were reviewed to serve as a basis upon which the research work is being carried out. These theories are: Skill Acquisition Theory and Theory of Motor Skill Acquisition.

2.2.1 Skill Acquisition Theory

The skill acquisition theory was propounded by Crossman in the year 1959. He asserts that practice leads to performance improvement. He suggested that, when faced with a new task, we have many strategies that can potentially be used. With practice of the task, we monitor the outcomes, we produce as a result of various strategies used. With time we come to favour the more efficient strategies. These are used more often and this produces performance speed-up.

(Crossman in Adeniye, 2001), model qualities as an example of a theory that proposes that practices leads to more efficient procedures for performing a task. The theory does not suggest that practices modify strategies to make them more efficient. Practice leads to the selection of the most efficient strategies among several.

Crossman's theory provides an account of the power law of learning. According to the theory, it is easier to find faster, more efficient methods early in practice and so large gains in performance time are more likely at this stage. Hence, after the acquisition of appropriate skills for self-reliance by Business studies students in the junior secondary schools in Kaduna state, it is therefore expected of them to put into practice the skills they have acquired so as to get the desired results. As practices continues, more efficient methods become harder to find, and so performance time improves by ever-smaller amounts. Crossman's theory did not deal with the issue in any great detail beyond a re-statement of Thorndikes identical elements hypothesis: transfer of skill from one task to another will take place where methods appropriate to one are also appropriate to the other (Crossman in Adeniyi, 2001).

2.2.2 Theory of Motor Skill Acquisition

The most notable thing that happens when people practice is that they demonstrate increased proficiency in performance and skill. Motor skill acquisition is a process in which a performer learns to control and intergrate posture, locomotion and muscles activations that allow the individual to engage in a variety of motor behaviour. Bryan and Harter in 1899 were among the first researchers to study skill acquisition. According to Ackerman and Cianciolo (2000), they asserts that before a movement takes place, an individual can use a learned recognition schema to predict the sensory consequences that will occur if the correct movement outcome takes place. These expected sensory consequences are the basis for which to evaluate

movement. Thus, augmented feedback plays a central role in schema development. Ackerman and Cianciolo (2000), assessed procedural skill development via the Kanfer – Ackerman ATC task, which is a complex task that simulates air traffic control decisions and landing of aircraft planes on the basis of various procedural rules. Results obtained from the study demonstrated the predicted change in the contribution of general intellectual ability as performance improved and confirmed the importance of cognitive abilities early in skill acquisition.

The most notable thing that happens when people practice is that they demonstrate increased proficiency in performance and skill. A skill can be conceptualized as a task (for instance, throwing a baseball, kicking a ball) or it can be viewed as a level of performance proficiency that distinguishes a higher-skilled performer from a lower-skilled performer (Schmidt, 2004). Furthermore, depending on the skill level of the individual, an increase in task difficulty would be associated with decreased performance expectations, but there would also be an increase in the amount of available information (Guadagnoli and Lee, 2004).

The associative stage begins once the learner selects a movement strategy and actually performs the task, and based on feedback begins to modify how the movement is performed. This stage is of particular interest to researchers because feedback plays a crucial role in altering the movement pattern. In the associative stage, attention is allotted to improving the efficiency and timing of the movement. The rate of gain of learning in the associative stage is influenced by the nature of the relationship between environmental stimuli and developing motor responses. A general motor program depends on four types of information that are stored in short-term memory: 1) information about the initial conditions before the movement (variances in limb position or object size/weight); 2) parameters assigned to the

general motor program (force, time); 3) augmented feedback about the movement (KR); and 4) sensory feedback (how the movement felt, looked, sounded) (Schmidt and Lee, 2005).

These sources of information are interrelated and represent recall and recognition schemas. Learning occurs through the development of the recall schema as the number of trials of given task accumulate. After each adjustment of parameters, various sources of information are discarded from working memory; thus, all that remains is the movement rule, which represents the recall schema. The recognition schema forms in much the same way as the recall schema. The recognition schema is developed on the basis of information concerning the relationship between the initial conditions, the environmental outcomes, and the sensory consequences. The above theories has revealed the importance of acquiring a skill and that the practice of such skill will bring about better performance. Hence, after the acquisition of appropriate skills for self-reliance by Business studies students in the junior secondary schools in Kaduna state, it is therefore expected of them to put into practice the skills they have acquired so as to get the desired results.

2.3 Conceptual Framework

In an attempt to understand the meaning of business education, it is vital to have a look at the objectives which business education is set out to achieve. Aliyu (2006), defines business education is seen as the education for the acquisition and development of skills and competencies, attitudes and attributes necessary for efficiency of the economic system. Similarly, Osuala (2004), observes that, business education makes a significant impact on the nation's economy through the preparation of clerical workers for entry into the labour force. He further stated that the programmes and courses providing training for office education, data processing,

computer education, keyboarding and related occupation are the professional preparation for career in business subjects and also with business information important for every cultigens and consumer in order that he/she may have a better understanding of his/her business and economic surroundings.

Business education programme as been seen as an umbrella which shields all business courses including courses such as shorthand, book-keeping, office practice and keyboarding (Aliyu, 2008). Business education has number of definitions just as there are many business educators, they viewed or described business education in so many dimensions but, however heading to the same objectives.

Ukeje (2010), looks at business education as a cognimenticate of courses/subjects that are concerned with acquisition, development and inculcation of the proper values for the survival of the individual and the society. He also views Business education as the development of intellectual capacities of individuals to the understanding and appreciating the environment; and the acquisition of both physical and mental skills which enables individuals develop into useful members of the community.

Based on Ukeje (2010) concept of Business studies and acquisition of skills, this research is based on, such concept especially when you look at the needs of Nigerian students in Business education and the need of acquisition of skills. The important of Ukeje's concept on skill acquisition can not be over emphasized and this research is based.

In essence, business education knowledge helps an individual to acquire skills which can be of benefit to individual. Ihekwoaba (2006), opines that business education is an aspect of education that comprises the vocational parts which assist individuals to live a useful life and contribute to satisfying the need of their

immediate environment and the nation. Njoku (2007), defines Business Education as an educational programme that equips an individual with functional and skills, knowledge and attribute attitudes that will enable him operate in the environment he finds himself. It helps the person to be self reliant and become a job creator and not a job seeker. This view was agreed by Mustapha (2008), who described business education as that aspect of the total educational programme that provides knowledge, skills, understanding and attitude need to perform in the business world as a producer and as a consumer of goods and services the business offers.

2.4 Concept of Business Education

Business Education is a unit of technical and vocational education offered in schools which prepare learners for careers in business and office occupation. Business education has .been in existence since the birth of man, at least in an informal sense. In the pre-literate society up to the modern times people have used their business skills and knowledge informally acquired in prototype business situation and transactions. They have always engaged themselves in production, exchange, storing, transporting and so forth (Aliyu, 2006). He further stated that no one can clearly and definitely state when a formal Business Education started in Nigeria. History traced that, this type of education was in existence in the last two decades of the nineteenth century (C. 19^{th}) when some Nigerian Nationals in business partnership with overseas exporters had to learn simple commercial arithmetics, book-keeping, business, commerce and some typing for purpose of facilitating business transactions. It was expected that children of these early businessmen were sent to learn simple proportion, invoicing, record keeping, profit and loss concepts. It is in this regard that Aliyu (2006), traced the history of Business Education as: Between 1940 and 1960, the missionaries particularly the Roman Catholic, established schools for training

girls as secretaries. In 1955 the secondary modern schools were introduced to give pre-vocational business training. Some leading commercial secondary schools can easily come to mind such as Abott Institute (Late Okpe Grammer School) Sapele, Christian Secondary Commercial College, Apapa, Essi Commercial College, Warri and so on. At the secondary education level, as the demand for business education rose, so also its supply increased.

All the previous prototypes Grammar now offer basic Business Education courses especially now with the implementations of the 6-3-3-4 system of education in Nigeria in pursuit of the laudable objectives of the National Policy on Education" (Okagbare, 2006).

Wanda (2002), Lawrence and Juliet (2003), identified the following as the standards in Business Education that exemplify what Nigerian's students should know and be able to:

i. function as economically literate citizens through the development of personal consumer, economic, skills, social knowledge and an understanding of business operations;
ii. demonstrate interpersonal, teamwork, and leadership skills necessary to function in multicultural business setting;
iii. develop career awareness and related skills to enable them to make viable career choices and become employable in a variety of business career;
iv. select and apply the tools of technology as they relate to personal and business decision making;
v. communicate effectively as writers, listeners and speakers in social and business settings; and

vi. prepares to become entrepreneurs by drawing from their general understanding of all aspects of business.

The standards were developed with the belief that Business Education courses are designed for all students who need a general understanding of the role of business and its role in the economy (Wanda, 2002; Lawrence and Juliet, 2003).

2.5 Business Education at Junior Secondary Level

Junior secondary school level came into being as a result of implementation of the 6-3-3-4 system of education as contained in the Federal Government of Nigeria (2009) which Kaduna State is included in practicing the system. According to Aliyu (2006), the junior secondary school is designed to meet the needs and interests of early adolescent and to develop their varying abilities. It is a school system that, for the first time in the pupil's school experience, help to explore his own aptitudes and interests and to acquire a kind of work to which he might wish to devote himself.

The junior secondary school serves very well as a transitional period from the non specialized and relatively simple primary school programme to the senior secondary with its more specifically and greater number of curriculum offerings. It serves as a link between the primary school and the senior secondary school. It is recognized that prior to 1977, there was no course regarded as business studies in Nigeria. What obtained then were independent business subjects that were separately studied. The course was studied at different stages of secondary education. With the 6-3-3-4 structure, Business Studies has come and is regarded as a pre-vocational and optional course. It is accepted by National Board for Technical Education (NBTE) that its study will offer its product either an opportunity for gainful employment or acquiring self-reliant skills with the ultimate view to specializing in the later years.

Objectives of the junior secondary school Business Studies programme according to Aliyu (2006), include the following:

i. It helps to develop the students' desire toward study of business subjects in the future advanced classes. The business subject offered at this stage will help students, in making up their minds to pursue business related career later in life;

ii. Business Studies at this level will assist in the guidance programme of the vocational education. In the junior secondary schools of the qualified student may be businesses curriculum while the attention of the student who lacks the basic abilities needed in business occupation may be turned to the non-business curriculum.

iii. Students are given the opportunity to develop some elementary business knowledge and simple skills that can be useful personally to the student e.g computer;

iv. Business activities affect every member of the society. Everyone is either a consumer or a producer of goods and services provided by business. All students need to develop a clear concept of social and economic truths and an understanding and appreciation of the role business plays in daily lives; and

v. Business Studies at junior secondary school level serves as a foundation for the study of advanced business subject.

2.6 Curriculum Content of Business Education

Curriculum is the entire body of knowledge offered by school including selecting and organization of knowledge, skills, attitudes, values and beliefs to be transmitted. Hence, Sadker and Sadker in Njoku (2008), notes that it is power of

curriculum to shape students and ultimately, society that takes curriculum development from the realms of philosophy and education and into the political area. Nations expand vast amount of time and resources on designing what ought to be learned in schools in order to devote social consciousness and improve economic variability, Nigeria is not exception. Since its independence in 1960, Nigeria has struggled with designing and implementing a sustainable educational curriculum that will adequately prepare its children for adulthood, several years later the country faced the rising tide of educated graduates but unemployable workforce, as Nigerian students graduate from secondary and tertiary institutions without essential workplace skills.

Holden and Hamblett (2007), observe that lack of interdisciplinary integration in the curriculum of Business Studies is especially disconcerting at a time when more jobs require knowledge and skills across a range of domains. The authors added that part of the problem is that policy makers seem overly concerned about providing vocational option for students, thereby creating a divide between academic and non-academic courses.

Oduolowu (2007), opines that the curriculum of Business Education is overloaded, hence, brings about ineffective content delivery. He further affirmed that the Nigerian curriculum covers too much information, and suggests redesigning its content to remove unnecessary, irrelevant facts. The author further suggests there should be interdisciplinary integration of subject matters in order to condense course materials. In another opinion, Njoko (2008), maintains that, the Nigerian society is disenchanted about the programme of studies- curriculum content and mode of delivery.

In a research conducted by Marinho (2009), he opines that not withstanding laudable efforts to consolidate subject and themes; the scope of curricula content has practically remained the same, and in some cases has expanded. In order to cover course content on time, teachers are forced to rush through subject topics. This has also affects proper delivery of Business Studies curriculum content in the junior secondary schools in Kaduna state. The author adds that this has leaved little time for students to study concepts deeply enough to allow for self-reflection and skill application. It was observed that the addition of new subjects to the curriculum is particularly worrisome, because it means that more fund is required to train teachers, buy and maintain equipment, and design curricula for the subjects such as civic education, computer studies, information and communication technology, Automotive Engineering, Masonry work and cosmetology.

Traditionally, teacher-centered methods of teaching do little to advance conceptual understanding and crucial thinking. In Nigeria, however, evidence shows that this is the dominant pedagogical mode. Oduolowu (2007), maintain that, among other outdated instructional techniques. Rote learning focuses on the "memorization and registration of facts" is still in use. In the opinion of Ajibola (2008), rote learning hampers creativity and does little to foster innate abilities for problem solving and decision-making. The author calls for the need to incorporate student-centered approaches which foster cooperation, tolerance, self-reliance, and self expression.

Summarily, when teaching and learning is directed towards the need of the learners, there is an accompanying tendency to make sure that learner fully understands the skills and the knowledge expected of him. The focus is no longer how much a student can remember, but how he understands; what meaning he makes of

his understanding; and whether he can apply the knowledge and meaning in real-world situation.

Ever since the term curriculum was added to educators' vocabularies, it has seemed to convey many things to many people. Curriculum from its original Latin meaning, means “running a course” or a course which one runs to reach a goal (Ogwu and Oranu, 2006). To some curriculum has denoted a specific course, while to others, it has meant the entire educational environment. Whereas perceptions of the term may vary, it must be recognized that curriculum encompasses more than a simple definition.

The commonwealth of learning (2007), viewed curriculum as a composite whole including the learner, the teacher, teaching and learning, methodologies, inputs and outcomes possible within a learning institution. This definition considered curriculum from the angle of what is happening during teaching and learning exercise.

According to Ubulum (2000), curriculum is on interventions about opportunities for engagement of persons to be educated with other persons and things (all bearers of information, processes, techniques and values) in certain arrangements of times and space. The definition considered curriculum as the aspect of deliberate actions or intention made in teaching and learning. Curriculum is all experiences that individual learner have in a programme of education whose purpose is to achieve broad goals and related specific objectives, which is planned in terms of a framework of theory and research or past and present professional practice (Hass, 2001). This definition provided by Haas considered curriculum as the sum total of the educational experiences of the learners during their schooling period. In another definition, Emmanuel (2003), defines curriculum as a plan that consists of learning opportunities for a specific time from and place, a tool that aims to bring about behaviour changes

in students as a result of planned activities, these includes all learning experiences received by students with the guidance of the school. The definition unlike others stressed on time frame, place and materials used in bringing desirable change on the learners.

Marshal (2000), says that curriculum is a key element in the educational processes; its scope is extremely broad, and it touches virtually everyone who is involved with teaching and learning. Bobbit (1918), opines that curriculum as an idea, has its roots in the Latin word for race-course of deeds and experiences through which children become the adults, they should be for success in adult society. To Bobbit, the curriculum as a course of formative experience, and deed occurring in and out of school, and not only experience occurring in school, experiences that are unplanned and undirected, and experiences intentionally directed for the purposeful formation of adult members of society (Marshal et al, 2000).

Ben-Yunusa (2000), defines curriculum as a variety of learning experiences that pupils engage is under the guidance of teachers. Yusuf (2012), opines that curriculum as the totality of all planned and unplanned, guided and unguided learning experiences learners are exposed to in a school setting for the purpose of attaining it educational goals. Aliyu (2006), presents curriculum as:

> a process of learning which takes all human sensitivities, political, economic and professional into account. The curriculum of any school consists of all the situations that the school may select and consistently organize for the purpose of bringing about changes in the behaviour of pupils as a means of developing the personality of the individual. It is made up of all the experiences both (within) curricular and (outside) extracurricular which children have under the administration of the school (p.53)

Atuegu and Okolo (2005), summarized curriculum as a situation series of intended learning experiences that embrace purpose experiences provided and directed by educational institutions to achieve pre-determine objectives. Njoku

(2003), also sees curriculum as a group of planned experiences in proper sequence of topics designed to prepare individuals for efficient services in a specific vocation. Curriculum must be seen as the reconstruction of knowledge and experiences, systematically developed with the guidance of the school or relevant agencies, which will enhance the learners and the society's well-being (Moronkola, Akinsola and Abe, 2000). This definition shows that, for a curriculum of any course to be meaningful, it must take into cognizance, the learners and the environment.

From the definitions above, it is possible to state that a curriculum has the following characteristics:

(i) it comprises the experiences of children for which the school is responsible

(ii) it has content

(iii) it is planned

(iv) it has a series of courses to be taken by students

In addition, a curriculum considers the learners and their interaction with each others, the teachers and the materials. The input and outputs of a curriculum are evaluated. Bringing all these points together, curriculum is viewed as 'a composition whole including the learner, the teacher, teaching and learning methodologies, anticipated and unanticipated experiences inputs and outputs possible within a learning institution.

In schools and colleges, curriculum is the heart of any educational endeavour, as it determines what and how educational content should be taught. Sternberg and Sobotnik (2006), maintained that curriculum is essentially a roadmap for learning that focuses on knowledge and skills that are important in learning. The authors added that success or failure of any educational system depends on the successful planning and

execution of curriculum. Hence, the scholars claimed that the wealth or poverty of a nation depends on the context of the curriculum.

Tyack (2007), views that curriculum is concerned with all activities in the school which lead to the development in the learner, the domains of learner, the domains of learning – cognitive, affective, psychomotor and psycho-productive. Andi (2007), argues that curriculum is very important in guiding and helping to keep institution organized. This emphasized that curriculum is a tool that facilitates teaching and learning. Derek (2009), pinpoints that curriculum planning brings coherence to the instructional programme of the schools. He added that curriculum assists teachers in bringing unity to both teaching and their students' learning. In agreeing with Derek, John (2010), opines that curriculum determines course to be taught and method to be adopted. Supporting their opinion, Okagbare (2010), opines that curriculum consists of a carefully mapped out programmes of what to teach, and how to teach, the author stressed that it is through curriculum that the values, the dreams, and the desires of a nation are better interpreted.

Sysbers and More (2009), opines that curriculum is the official document used in the school or any formal setting that prepare the learner and serves as a guideline for the facilitator of learning. The purpose of curriculum planning and development is to design a programme which will be used for educating members of the society. Okagbare (2010), argues that curriculum is the tool that guides the content of education system curriculum is a vital instrument of any educational reform and policies, thus it is directing how knowledge and skills will be imparted to the learners possession of necessary skills and competence are necessary tools what our modern economy demands to meet the challenges of employability, this could only be achieved through the curriculum.

The accomplishment of anything worthwhile, whether large or small, depends on the completion of goals, activities and milestones. An effective curriculum offers all these things. It provides administrators, teachers and students with structure arid a sense of progression. Therefore, the importance of curriculum cannot be overstated.

According to Glenn (2010), curriculum has the following advantages to education:

i. A curriculum allows administrator to provide a dynamic educational program for current and prospective students, schools, colleges and universities attract students with variety of quality, competitive and flexible programme curricular;

ii. A curriculum offers teachers the ideas and strategies for assessing students' progress. A students' meet certain academic requirements in order to go to the next level. Without the guidance teachers, the cannot be certain that they have supplied the necessary knowledge or the opportunity for students' success at the next level, whether that level involves a high school, college or career;

iii. A curriculum gives students an understanding of what must be accomplished in order to obtain a degree without such knowledge, students would be lost in a mage of academic courses that seemingly lead nowhere. They would have no assurance that they are taking the proper subjects towards a diploma or degree. A curriculum promotes a sense of order and structure in the pursuit of academic successes; and

iv. A curriculum involves the interaction of several participants, without an effective curriculum, students would not be able to understand or meet the challenges of society.

In summary, the role of curriculum in educational system is indispensable component in education. It determines the extent to which the educational system succeeds in achieving its desired goals. Thus, curriculum is responsible for directing teacher's creativity and meaningful teaching and learning that can enhance strategies, and contexts that teacher will encounter. School curriculum determines the values, the dreams and the desires of a nation are better interpreted.

2.6.1 Skills Development in Business Education Programme in Kaduna State

Students develop skills in the areas of shorthand, typing, office machines, and to some extent accounting through Business Education programme. It should be emphasized here, that students activity is very vital in the skill development training. There should be constant practices of the materials being learnt as it is often said that, if you leave shorthand for example without being practiced for one week it will desert you for a month. During the first few lessons of skill development, the teachers in the junior secondary schools in Kaduna state must take a more active role, but he should constantly aim at assuming a passive and connective position as soon as possible.

Aliyu (2000), sees the following principles underline a good business education programme at any level:

i. Business Education is a related and an integral part of a total programme of education. The total programme of education, inturn is a related and integral part of personal, occupational and social living in an increasingly complex and changing world;

ii. Business education can be organized and administered most effectively with the advice and support of employers and advisory committees. The community from which advisory groups are drawn should be within the economic area from which students come and into which graduates go, and

should not be limited to the political sub-division in which the training is given;

iii. Supervised occupational experiences are a desirable part of the preparation from effective occupation of life;

iv. It is the responsibility of the school to maintain an adequate personal programme which provides guidance for each student in the problems of personal living, educational choices, occupational choice and training and occupational adjustment;

v. Placement and occupational adjustment are primary but not exclusive responsibilities of training agencies either public or private. However, these responsibilities must of necessity from part of the responsibilities of the school to provide placement and help graduates adjust to work situation; and

vi. Curricular materials must be constantly revised and organized in the light of findings of occupational surveys in activities analyses, follow-up studies, and changed social and economic conditions. The survey should cover the business community irrespective of the political subdivisions and should be considered in the light of related data such as furnished by the community.

2.6.2 Keyboarding Skill Acquisition in Business Education

Business Education is concerned with education for job. However, business education graduate is able to establish a business centre with typing, printing and photocopying that sustains him/her. It has been observed that there is loss in efficiency between school and job performance. That is why the business world expects the graduate of Business Education to have an in–depth knowledge of business and its operations (Orah, 2005). Therefore, much of the teaching in Business Education should provide basic skills for entry into the world of work. Building

achievement and motivation into teaching learning situation is all about the standard expected in this Business Education with entrepreneurship education as a stimulant. Luchsinger (2005) equated achievement motivation theory with the theory of entrepreneurship saying students should seek entrepreneurship education not only for the sake of chance or motivation but for success and new ventures through one's effort and skill achievement.

Standard is all about quality in performance. Umo (1995) suggested that the teaching and learning of business studies should concentrate on quality performance. Therefore, the teacher of business education must be professionally and qualitatively prepared for guiding students on how to cope with higher jobs. Correct keyboarding is all about enhancement of skills in and outside the classroom. According to Aliyu (2001) Business Education should continually strive to make the business education programme more relevant and developed in such a way as to enhance the individual interest, skills, attitude and needs of every member of the society either as a producer or as a consumer of goods and services. One way in which the society is already achieving this is through the services of Business Centres and Cyber Cafés where people are exposed to the use of the keyboard (Computer Keyboard). Most typists hired in these places update their knowledge and competencies through designed keyboard training programme on textbooks and/or computer. This is in line with Aliyu (2001), who asserted that "training is organizational effort aimed at helping an employee to acquire basic skills required for efficient execution of the function for which he was hired".

Standard in typewriting is measured through speed and accuracy. As to which method is more effective in speed and accuracy, Timothy (2008), opined that definite studies have not been made to prove, in a final sense, that the objective of typing a

certain number of words per minute is the best measure of school learning. Nevertheless, the consensus of experienced and competent teachers of clerical skills seems to be that setting up a definite goal of words a minute in typing is the most effective means of motivating learning. Nyam (2004), states that "the boss does not complain about the inability of stenographers to take down dictation/type at a given speed, but is very much concerned that the letters given to be signed, make sense and that there are no errors and that the letters are thoroughly presentable". The teacher teaching keyboarding, therefore, should set up goals of achievement, such as those that will master the keyboard skills. Nyam (2004), added that "typing words are counted based on the number of typing strokes including typing spaces". Five strokes therefore make one typing word. So, the total number of strokes in a passage divides by five (5) gives the total number of Words/Passage. The passage, when divided by the total time taken to type it, gives the number of words/minute. A passage of 1,250 strokes will thus be:

$$\frac{1250}{5} = \frac{1250}{5} \times \frac{1}{10} = 25 \text{ (25 WPM)}$$

$$\frac{10}{5}$$

2.6.3 Computer Skill Acquisition in Business Education

In order to be self employed and be relevant in today's office, computer and word processing skill is relevant for all Business Studies students and importantly secretaries because computer has simplified through automation all functions and secretarial duties. Every computer has word processing facilities. Ayo (2004), defines computer as an "electronic device which accepts and processes data by following a set of instructions (program) to produce an accurate and efficient result (information)". At the centre of the present revolution of ICT is the computer, which means all other

technological achievement revolves round it. It is a powerful tool that can be programmed to be virtually anything imaginable.

Some years ago, computer sciences as a discipline do not exist. Today computer science diploma and degree program are offered at many Universities and Polytechnics. Computer has become a nationwide quest, and every citizen has embrace it, that can be evidence in the number of established computer centre, training institutes, personal computer (PC) and Laptop deployed by individuals and organizations for their staff on loan and probably on a subsidies rate, government and employers has made computer literacy a pre-requisite or criteria for job qualification. Educational institutions in some part of the world are making some progress in developing computer-literate citizens. However, the task of educating students today is more difficult than ever. The school faces crowded classrooms, tighter budgets, and a serious and disturbing falling standard of education. No technology is presently developing more rapidly than computer technology (Ayodele, 2002).

Some state Colleges of Education also offer some computer science education. Several state colleges offer two years diploma program in data process or computer science. The past few years recorded large number of graduated students with basic programming experience and basic operational knowledge and skills in computer (Ayodele, 2002). According to Ntukidem (2005), computing plays such an important role in every day life and in the technological future of any country that the general public ignorance of the subject constitutes a national crisis. Today the ability to use computer is as basic as necessary to a person's formal education as reading, writing and arithmetic. As jobs becomes increasingly oriented towards the use of information, society demands and rewards individuals who know how to use information system

(computers). Education institutions in some parts of the world are making progress in developing computer literate citizens.

However, the task of educating students today is more difficult than ever. The school faces crowded classroom, tighter budgets, and a serious and disturbing falling standard of education. Ntukidem (2005), postulates that today with the aid of database information can be imputed, accessed, sorted, extracted and stored in a variety of ways by the office managers/secretaries. As a result of this, computer has become a good electronic device, very reliable, safe and secure for ICT, and which implies the positive acceptability of computers in the 21st Century Office, that is the journey so far. Ntukidem stressed that many organizations in the world and Nigeria have resort to the use of computers in processing documents. A secretary using a computer connected to a printer, telephone line, scanner and other electronic equipment can perform series of tasks just within the twinkle of an eye. The application of ICT has thus revolutionalized business practices by broadening the notion of document which used to refer specifically to a paper based communication. This is no longer the case as information and computer technology have made it possible to process "paperless" documents (Ihionkhan, 2009).

Ihionkhan (2009), reiterated the fact that office technology managers/secretaries rely on ICT in their day-to-day operations. Most business organizations in both the public and private sectors would neither be able to develop new markets and expand existing ones, produce and sell their products or services, nationally or internationally, nor deliver such products or services to their customers in an effective, efficient and competitive manner.

2.6.4 Accounting Skill Acquisition in Business Education

The dissatisfaction with the skills and knowledge demonstrated by Business Studies students graduates (accounting option) entering the workforce has been of concern by employers for a number of years (Cory and Pruske, 2012). A question that often comes to mind is how academics can help business studies students graduates (accounting option) meet the set of skill demands both at recruitment and in their advanced for self reliance (De Villiers, 2010; Kavanagh and Drennan, 2008). An understanding of the broad and complex set of skill demands of employers is therefore essential. Accounting departments of most universities strive for continuous improvement in their accounting curriculum to provide a quality education that will meet the needs of various stakeholders, mainly employers, and enable accounting graduates to succeed. The examination of skills and abilities that employers need in order to incorporate them in the current curriculum is essential to address where the curriculum might fall short (Hodges and Burchell, 2003). What is not clear is the list of skills generally agreed upon by key stakeholders in accounting or whether this skill set will differ depending on local or regional setting.

The literature in business education has focused largely on the views of academia, and employers in the developed world, with few reports of research into employers' views in the developing world (for example, Awayiga, Onumah and Tsamenyi, 2010; Abayadeera and Watty, 2014). Studies have shown that the contemporary business environment requires generalists with specialist knowledge or knowledge specialists (Howieson, 2003; Jackling and De Lange, 2009). Technological advances now mean that small businesses have become empowered with regards to their record-keeping requirements. Howieson (2003), suggests that the implications of technological changes are that future accountants would be

transformed to knowledge employees. Even though a command of technology will be essential for accountants, the most important skills will be problem solving, analysis and communication.

On the other hand, there has been considerable debate on whether changes have actually been taking place in the Business Studies Curricula. Albrecht and Sack (2000), reported that the teaching of Business Studies (accounting option) has not substantially changed to respond to the requirements of the employers. The employers have expressed concern that the Business Studies (accounting option) programmes are not keeping pace with the accounting profession requirements (AECC, 1990; Nelson 1991; Novin, Fetyko and Tucker, 1997; Albrecht and Sack, 2000). Kermis and Kermis (2010), contend that the Business Studies students (accounting option) need to acquire the technical skills and other necessary skills in order to be successful.

It is currently premature to conclude that employers' perceptions of accounting professional skills have been conclusively researched or that there is a skills set that is agreed upon by various stakeholders (Jackling and De Lange, 2009). On the contrary, more research needs to extensively identify the employers' expectations through a more nuanced, contextsensitive lens (Tempone et al., 2012). This paper will provide evidence from an African regional perspective, examining the requirements by recruiters of Business Studies graduates (accounting option). Specifically, the following research questions were addressed:

1(a): What specific skills do employers require from business studies graduates (accounting option)?

1(b): Which Business Studies graduates (accounting option) skills are more important?

2: Do employers position the professional accounting skills at the same level as technological skills?

3: Are there any differences between the requirements of employers and the skills demonstrated by Business Studies graduates (accounting option)?

2.6.5 Shorthand Skill Acquisition in Business Education

Shorthand is a Business Education subject in the area of office education. It is defined by Pitman in Audu (2012), as the art of representing spoken sounds with written signs. Shorthand has plenty utility in the business world, Secretaries in both public and private organizations use it to records minute of meetings, telephone messages and spell checking which leads to the increase of their vocabularies. The problem of Shorthand is the problem of developing the skills which is basically based on the principles. The great majority of the important points in the more efficient teaching of shorthand arise from a proper appreciation of the fundamental problem, that the teaching of shorthand is the problem of training a skill connected with the ear to co-ordinate itself with a second skill, also to be trained, which is connected with muscles of the fingers; and then as a separate function to train a third skills, connected with the eye to read back the results of the other two skills. According to Holland in Audu (2012), declared that shorthand skills acquisition involved the following words of phrases listed below:

1. Training the Ear: The problem of getting the ear to develop the skills of associating an air-borne sound with a particular Shorthand skill comes first. How is this skills to be developed? First we must admit that dictation is the essential basis of this part of our function. Clearly, dictation must begin at the very beginning and the words dictated must be those which the student has been taught and therefore the teaching of outlines must immediately precede dictation. This is the justification of

preparation before dictation. The longhand exercises in a textbook should be worked by the student not from the exercise book, but from the spoken words of the teacher and it must be borne in mind that if you allow your students to work from the printed word, you are developing a skills of the eye in associating the particular either–borne image of a black mark on paper with the shorthand outline, and you are wasting the time of the student in a most reprehensible way. It is surely a golden rule in a modern methods of teaching: Never let your students do longhand into shorthand, but make them do plenty of spoken words into shorthand.

2. Training the Fingers: The next skill to consider is the skills of the fingers. Here the value of copying correct shorthand falls naturally into place. It is again unnecessary to say that this copying should begin with the first lesson and be carried through right to the end. In the early stages it is plain, straightforward copying. You will see that your students have pens with suitable nibs, that the position of the fingers, hand, arm and body are correct, that the outlines are written in a good style of shorthand writing, and that they are written as outlines and not as a series of joined strokes. Students must be encouraged to make their pens travel as quickly as the standard of neatness allows and care should be taken to prevent them from drawing their strokes (Russon, 1995).

3. Training the Eye: The third skill is the training of the eye in reading back. Here insistence that students should read correctly written shorthand and their own shorthand notes, falls naturally into place, as does insistence that if at all possible every bit of shorthand written by the student should be read back. There are four ways through which the reading or transcription may take place. The shorthand may be turned sometimes into thought words, sometimes into spoken words, sometimes into per-and-ink symbols and sometimes into type written symbols. Ideally in a

commercial college it should be all spoken words at one end and typewritten symbols at the other. When we come to consider all these skills together, it is very fortunate that the development of any one of these three skills of widely separated human mechanism helps the development of the others. That each skill helps the other is due to the fact that they all work in term of the same shorthand outline, which is taken out of a common storehouse in the brain.

Some other skills that enhance the development of shorthand are also indicated below: "Ability to hear the phonetic sounds". Monkori (2002) declared: the rate of success in shorthand depend largely on the ability to hear phonetic sounds correctly, records sounds correctly, records sounds heard accurately, read shorthand notes for moral sense, use correct punctuation in transcription, proofread and correct all errors and be motivated to think critically. Phonetic sounds are actually the core thing in shorthand writing and transcription. When students do not give particular attention to phonetic sounds there is likelihood that they will not perform well in shorthand.

4. Hold the Pen Lightly: The pen should be held lightly and in such a manner as to permit shorthand characters or outlines being easily written. The wrist must not be allowed to rest upon the notebook or desk. In order to secure the greatest freedom of movement, the middle of the forearm should rest on the edge of the paper. Paper with a fairly smooth surface is absolutely essential.

5. Repeat the Exercise Several Times: The student should thoroughly master the explanation and rules which precedes the respective exercises and write out several times the illustrative words appearing in the text, afterwards, working the exercises. As the secret of success in shorthand is practice it is advisable that the various

exercise should be written and re-written until they can be done with perfect freedom and accuracy (Holland in Audu, 2012).

6. Allocation of Time: It should be pointed out that satisfactory progress in acquiring the art of shorthand should only be made if a certain portion of time is regularly devoted to the study every day. This will give the student the knowledge of shorthand and bring speed and dexterity.

7. Drilling/Dictation: Drilling is when some particular strokes or characters prove strange and the shorthand writer would take his time to write the strokes again and again until perfection is reached. Vary speed building drills, by using a variety of dictation plans to avoid becoming bored. Also use taped dictation in combination with considerable teacher dictation. It can be used in class as warm up activity and additional speed building practice while others are transcribing.

8. Memorization of the Consonants/Vowels: To be able to write more signs for words according to sounds, students must put to memory the twelve (12) vowels represented by light and heavy dots and dashes. Also the twenty-four (24) consonants represented by light and heavy straight or curved down, up or horizontal strokes as sign must be committed to memory. Shorthand outlines any consonants sign or combination of consonant signs with or without vowel signs. Pitman Shorthand has three (3) positional outlines namely: First position, second position and third position and must be written on a ruled sheet of paper in note book for easy recognition of the strokes (Popharm, 1996).

9. Motivational Factor: Another fact that leads to skills acquisition is motivation. This is a force that maintained the quality, intensity and direction of behaviour. A force that makes one do what he is arouse to do and constantly influencing the direction of his actions which yield feedback, is generally and obviously accepted as

motivation. In order to achieve high academic excellence from students of shorthand, they need to be motivated by their teachers. Maslow (1999), stated that motivation improves teaching and learning, it helps slow learners to be encouraged and be committed to learning and as well makes the classroom situation interesting. Learning from Maslow's theory of motivation, one could say motivation is the bedrock of teaching and learning. This has great impact in the study of shorthand that, if the students are motivated during the course of teaching the subject in the classroom, dropout and lack of interest would be minimized.

10. Shorthand Transcription: The final stage of shorthand writing is an error-free transcription. Students may be able to read and write fluently and also very fast from the printed shorthand outlines, but this will still be of less value, unless they are able to transcribe from their own hand written shorthand outlines without mistakes. Russon (1995), observes that the primary aim of any transcription is to prepare students to be able to take dictation at the required speed and then transcribe it into mailable copy". In the light of the above, Popharm (1996), argues that, because of need for learner to be able to read, spell, punctuate, we correct words and its sounds correctly, "early identification of each student's difficulties is paramount, in order to allow teachers to pin-point deficiencies, diagnose the problem and provide solutions". For the higher achievement in shorthand in general and dictation in particular, all skills and knowledge which can go along way in influencing students performance should be incorporated as part of the programme.

2.6.6 Reforming Curriculum of Business Studies

Education skills development and technical training are central to business education and job opportunities. The better the training and the more refined the skills are in the terms of human capital, the higher the income and in turns and the better the

rural livelihoods. The vital question is whether the present curriculum of Business Education provides adequate instruction in these new areas, whether the programme prepare students for the challenges ahead of the graduate of junior secondary schools in Kaduna state, nothing the roles of curricular, Ojo (2004), stresses that Business Education curriculum should be viewed from the point of occupational and pedagogical competence, relevant to the needs of the students, society and employees, comprehension in scope, depth in knowledge and competence in skills. In a similar write up, Lawrence (2011), advises that the new ideas accumulate in business and industry, and as Nigeria will have to fully embrace advanced ICT, the curriculum of Business Education have to be enriched in technological era. The extent to which a curriculum assists Business Studies students and business teacher-trainees to competently enter and succeed in the world of work spells out success. Adeniyi and Maduewesi (2001), both agree that curriculum of Business Education should be designed to meet the needs and goals of the society. Maduewesi adds that the curriculum should be sensitive to the culture, traditions values and norms of the society for which it is created.

Ibigbami (2004), observes that Business Studies curriculum should be developed in response to the national demand for education reform. Business Studies teachers are therefore expected to demonstrate specific skills, apply knowledge and possess propositional qualities which will enable them prepare students who can meet society's demands for high performance. The Federal Government (2009), in accordance with the existing Business Education provides for career development in Business Education at secondary school level to make it possible for recipients who cannot continue their education to the next level to find useful jobs. Business Education teachers should exists with emphasis geared towards creating or offering

employment opportunities covering a wide range of training requirements from certain semi-skilled sorting and filling jobs to managerial and executive positions (Ekpenyong, 2005).

Oduma (2006), says that Business Education job applicants face employment challenges from these pertinent areas of work competences. Oduma stressed that deficiencies indicated above have in recent times continued to be source of their business education job applicants' misfortune in recruitment exercises. Omolewa (2007), curriculum of Business Education designers must become familiar with traditional mode of knowledge accumulation in order to make learning meaningful and useful. Muhammad (2008), opines that the Business Education has been in place for more than two decades, inspite of changes, which are continually taking place in the national and international business environments, curriculum of Business Education in Nigeria still remain rigid. Umejulike and Ike (2008), opined that for Business Education graduates to be viable, identify opportunities around them, as well as use information technology effectively, there is need for adjustment in curriculum of the programme by integrating it with information technology courses.

Ohiwerei (2009), observes that curriculum of Business Education is not inculcating desired skills as many graduates of business education complained about lack of jobs, on the other hand companies complained of unskilled applicants. Curriculum should be reformed to take account of changes in the school order. To this end, Offorma (2007), synthesizes that changes are to be reflected in curriculum of Business Education in order to make it more effective. Corroboratively, Adeniyi (2004), points out that curriculum is interwoven with the social order that sustains it. This implies that what the society values and believes in her ideas and purposes should be in the curriculum. Societal values, goals, ideas and aspirations change with

time, thus, curriculum reform would take account of the new goals for which the former method was just inappropriate. When there is dissatisfaction with an existing system, or curriculum, there is always that necessity of changes or modifications.

Nigerian educational system was largely a colonial heritage which did not take the cultural values of the people into consideration (Anwukah, 2000). Rather, the British colonizing agents hosted on the educational landscape ideals and pattern, which were completely alien to Nigeria, thereby compelling them to unquestioning accept and adopts foreign educational system.

The need for the curriculum of business education to be relevant to the needs of the students cannot be overemphasized. Chukwurah (2011), is of the view that curriculum of business education should not only be systematically developed, but should not be static or irrelevant and that Business education curriculum should be database, dynamic, and explicit in its outcome, fully articulated, realistic, student-oriented, evaluation conscious and future-oriented.

2.7 Empirical Studies

Studies on skills acquisition for self-reliance in Business Studies have received a major focus in terms of research work in recent years by researchers. Researches similar to this study among others includes Zydgiunaite, Katiliute and Aisle (2006). They conducted a research titled “qualitative diagnostics of relationship between schooling and work. The study investigated the transition of people from school to work. The study aimed at investigating: how a person with more or less schooling with or without acquiring professional skills and knowledge at school attains or fails to attain a given level of professional career development; the possibility of acquiring professional skills at school that cause those with more of it to live the higher level of professional career.

The study aimed at illuminating the elements from which consists the contents of relationship between schooling and work. Unstructured interviews were conducted and audio-taped was used for data collection and inferential statistics was used for data analyses, method oriented towards the interpretation of people's narrated experiences. Sample 10 Bachelor of Art first year students (social work, Industrial Training, business administration, nursing study programmed); 10 practitioners (representing the professional areas adequate to Bachelor of Art students study areas); 10 work organization executive (where interviewed professionals work), 10 school heads (where pupils acquire professionals skills and knowledge). The researchers observed that what is learned in schools bears little relationship with what is needed to perform a job and professional career development. The researchers recommended among others that teaching techniques, evaluation and counseling processes as important in pupils learning and preparation to professional career development. The researchers convinced that building the relationship between acquiring of professional skills and knowledge helps, learners, work organization heads, and content of relationship between schooling and work consist of these phenomenon's. The research helps in directing the current work on formulation of questionnaire items however the paper did not mentioned tools used in the analyses.

Oduma (2010), conducted a research work on "a survey of employers expectations of work competencies by business education graduates for gainful employment in organizations". The study aimed at identifying the various components of leadership competencies. The study was also delimited to selected government and private organizations within Ebonyin state. The descriptive survey research was adopted for this study. Survey research focused on population or the universe in this type of research, datum were collected from the population and

analyzed. Survey research is usually interested in some characteristics of the population. The instrument for data collection in this study was a structured questionnaire developed by the researcher. Weighted mean and standard deviation were used for answering research questions, the study revealed among others that employers of labour desired business education a pre-requisite for gainful employment in establishment and organizations the researchers recommended that Business education programme should be restructured to enable the recipients acquire general work skills and organizational behaviours desired by employers of labour.

Balarabe and Usman (2001), conducted a study on Relationship between Career development and Labour Market needs. The study presented empirical evidence on labour market needs on school curricula in tertiary institutions in Nigeria, with emphasis on vocational education. The researcher used 1999 graduates of Colleges of Education with population of 75,600. The sample size of 4,986 was drawn using the "quota sampling" technique. The sample was stratified according to gender, school type (vocational intensity of curriculum) in the Geo-Political zone. Interview was used for data collection and the results generated shows a generally high employment mismatch (68% - 85%). The largest mismatch attributed to graduates from an integrated-comprehensive curriculum option and the smallest to graduates from the occupation specific curriculum option. The researcher concluded that the cost/benefit of low vocational intensity curricula was much higher than general education. This study differs to the present research in the sense that it uses interview while the present study intends to use questionnaire, also differences exists in the area of respondents, the study uses tertiary institution students offering Business Education courses while the present study will use the junior secondary school students offering

Business Studies. Despite the differences, the study is still relevant to the present study in the area of research design and sampling technique.

Dieter and Eddy (2009), conducted a study on "Relationship between Curriculum of Formal Education and Skill Acquisition". In carrying out the research, six (6) null hypotheses were formulated. Descriptive survey design was adopted and the researcher randomly interviewed 600 students to generate data on educational training and labour market career choice. Data collected were subjected to Pearson Product Moment Correlation Coefficient in testing of all the null hypotheses. The result of the findings shows among others that the level of formal education and level of participation or skill acquisition depends on the curriculum. The study is relevant to the present study as it investigates issues relating to skill acquisition, but differs just as it failed to proffer recommendations that will solve the problem of lacking self-reliant skills and the study also differ as it uses interview for data collection while the present research work will use questionnaire for data collection.

Bello, Danjuma and Adamu (2007) conducted a study on 'A Survey of Vocational Training Needs of 15 – 25 years old Out-of-School Youth in Bauchi Metropolis'' the main purpose of the study was to explore and describe the vocational training needs of 15-25 years old out-of-school youth in Bauchi Metropolis in Nigeria. As a guide to the study, four research questions were raised, and survey designed was adopted. The population of the study at 128 with age ranged between 15-25 years old out-of-school youth in the study area. The researchers used 16 items Vocational Training Needs Questionnaire (VNTQ). The data collected ware analyzed using frequency and simple percentage to answer the research questions raised. The study revealed among others Lack of Career Guidance and Moral Support were the major problems affective choice of career of youth in Bauchi Metropolis. The

researchers recommended among others that government should provide the necessary leadership, financial and other logistical support to the youth so that they can developand manage selp-sustaining enterprises that can create employment in the metropolis.

Obiunu and Ebunu (2010), conducted a study on ‘ Factors affecting career development of senior secondary school students in Ethiope local government in Delta State, Nigeria. In order to achieved the objectives of the study four, research questions were raised. Descriptive survey design was used for the study. The population of the study stood at 2,226 students from 24 secondary school in Ethoipe East local government in Delta State and 480 were used as sample for the study. The researchers used four rating scale structured questionnaire for data collection and simple percentage was used for data analyses. The findings of the study revealed among others that educational factor affected career development of secondary school students. This means that a student’s position in school and skill acquired affected career development significantly. The researchers recommended that career development should be seen as inevitable to the happiness and serlf-actualization of the child and as such, the home, classroom and the community at large should be seen as a workplace and all members as workers.

Ratneswary and Rasiah (2009), conducted a research on ‘Relationship among School Curriculum, Graduate Careers and Job Opportunities’. The study involved a survey using a structured questionnaire designed to elicit information regarding the students’ perception of the impact of an assignment on their learning outcomes using the conceptual framework of Taylors’ Graduate Capabilities. A total of seventy five students (the total number of first-year students undertaking this module) were

involved in the survey. 55.1% were females and 44.9% were males. The Statistical Package for Social Science (SPSS) was used to process the data. The results were summarized using descriptive statistics such as frequency distribution, mean scores, standard deviation, factor analysis and reliability tests. The used of open ended questions allowed for written feedback which further enriched the findings. A content analysis of the students' written feedback was employed to investigate the effectiveness of the assignment in developing and enhancing the students' skills or graduate capabilities set in the conceptual framework. The study revealed among others that assignment had been most effective in enhancing the students' ability to effectively use ICT and related technologies, a skill that is industry relevant and very much in demend in the current competitive era. The researcher recommended among others that school have to address the need to equip student with learning experiences knowledge as well as their transferable skills.

2.8 Summary

There is a general understanding that if the capacity of knowledge creation or application is to be effectively developed in the learners, it could most effectively be achieved through a functional and dynamic curriculum which is capable of developing qualitative human resources that would in turn foster rapid national development. As a consequence, the various schools and colleges curricular are usually subjected to periodical reviews to keep their nations cultural, economical and technological growth and development. Curricular decisions, and more especially, curriculum content, are all affected by the advent of national skill standards that determine school to work, and linkages between school and work-based learning.

In relation to business education and other technical courses in general, curriculum design agencies such as NBTE, NCCE, spend valuable human and

material resources to review the existing or to develop new programmes from time to time. The goal of reviewing existing or designing a new programme is to ensure that it meets existing or emerging challenges in a discipline. As hinted earlier, changes in national goals, either culturally, politically or technologically usually influence changes in the context and direction of the curriculum. Ajibola (2008), further highlighted that one major aspect of Nigerian education that has been quite often criticized is the curriculum. Virtually all levels, vocational training in curriculum of business studies in secondary schools are not adequately backed up with enough human and material resources. In addition, lack of proper implementation of the curriculum as the means of intervening problem of unemployment has affected the attainment of Business Studies objectives.

Empirical studies reviewed in this research work played a significant roles in guiding and directing the researcher, however this study would cover the gap that existed in the area of research design, population and students skills acquisition for self-reliance and the curriculum contents in Business Studies which allows smooth transition from school to labour market that were not considered by the previous research.

CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

This chapter explained the methodology used in the conduct of this study. The chapter contained the following sub-headings: Research Design, Population, Sample and Sampling Technique, Instrumentation, Validity of the Instrument, Pilot Study, Reliability of the Instrument, Procedure for Data Collection and Procedure for Data Analysis.

3.2 Research Design

To enable the researcher identify and describe the nature of the phenomenon, descriptive survey design was employed in the conduct of this study. The choice of the design is based on the opinion of Adega (2002), who highlightes that descriptive survey design is the most dominant technique used for educational research. This research design enables the researcher to describe events, situation or phenomenon. Francis (2003), observed that descriptive survey design helps a researcher to systematically document current opinions and information on research work. Thus since this study is educational in nature and involves the collection of data through the use of questionnaire from the respondents in which the results of the analyses can be generalized, the researcher therefore adopted descriptive survey research design for the study.

3.3 Population

The population of the study consisted of all the Business Studies students in the public Junior Secondary Schools in twenty three (23) Local Government areas in Kaduna state. The total population is thirty nine thousand, two hundred and twenty

seven (39,227) JSS II Business Studies students, comprising of twenty two thousand, one hundred and fifty five (22,155) male and seventeen thousand and seventy two (17,072) female students (KSUBEB, 2015). The breakdown of the population was presented in Table 3.1

Table 3.1: Population Distribution for Study

	No of School	**Total No of JSS II Business Studies Students in Kaduna State**		
L.G.A		Male	Female	Total
Birnin Gwari	11	679	326	1,005
Chikun	14	1,069	1149	2,218
Giwa	9	672	283	955
Igabi	10	1,361	906	2,267
Ikara	9	760	345	1,105
Jaba	7	452	466	918
Jema'a	10	678	618	1,296
Kachia	17	470	876	1346
Kaduna north	13	1,223	2,584	3,807
Kaduna south	9	1,887	1,342	3,229
Kagarko	14	1,345	966	2,311
Kajuru	12	574	440	1,014
Kaura	9	416	380	796
Kauru	13	1,171	400	1,116
Kubau	11	716	400	1,116
Kudan	4	511	208	719
Lere	20	1,662	1,044	2,706
Makarfi	8	711	185	896
Sabon gari	11	1,889	1,518	3,407
Sanga	5	243	228	471
Soba	5	442	112	554
Zangon kataf	19	669	637	1,306
Zaria	11	2,166	2,555	4,721
Total	251	22,155	17,072	39,227

Source: KSUBEB, 2015.

3.4 Sample and Sampling Technique

Sample size selected for this study comprised of three hundred and eighty (380) JSS II Business Studies students. The sample size was determine using Krejcie and Morgan (1970) sampling size table. They observed that as the population increases, the sample size increases at diminishing rate. To them a population size of about 39000-40000, a sample size of 380 should be used. In the choice of schools that represent each zone, names of junior secondary schools offering Business Studies in each zone were written separately on plain paper, rolled and placed on table, a colleague was asked to select from each group. Schools randomly selected formed the sample of the study. Therefore, the sample consisted of one hundred and thirty-seven (137) female Business Studies students and two hundred and forty-three (243) male students from Zaria and Sabon Gari Educational Zones, Kaduna State. The summary of the sample size was presented in table 3.2.

Table 3.2 Sample Distribution For The Study

S/NO	Zone	No of School	Male Students	Female Students	Total
1.	Zaria	11	123	69	**192**
2.	Sabon Gari	11	120	68	**188**
	Total	**22**	**243**	**137**	**380**

3.5 Instrumentation

To enable researcher elicit data from respondents, a researcher designed instrument tagged “Business Education Skill Acquisition Questionnaire (BESAQ)” was used to generate data on the opinion of the respondents. The instrument was made of up two sections. Section “A” consisted of the bio-data of the respondents while section “B”

consists of items meant to generate data that was used to answer the research questions. All the forty (40) items were measured using a scale ranged from "strongly agree" (A.S) 4 points, "agree" (A) 3 points, "disagree" (D) 2 points and "strongly disagree" (S.D) 1 point.

3.5.1 Validity of the Instrument

To ensure face and content validity of the instrument, the instrument prepared for this study was vetted by the researcher's supervisors and other experts from the Faculty of Education, Ahmadu Bello University Zaria. Their corrections and suggestions were incorporated in the final copy of the questionnaire before it was pilot-tested. According to Uzosike (2008), face validity of a survey instrument of this nature is considered adequate for its validity. Having subjected the designed instrument to face validity, it was therefore considered valid for the study.

3.5.2 Pilot Study

To test the reliability of the instrument, the researcher distributed twenty (20) copies of the questionnaire to Business Studies students in Government Secondary School, Kawo, Kaduna State for the pilot study. The respondents here as well as the school were outside the study sample. This was done in order to discover:

i) How the respondents would react to the items of the questionnaires

ii) Whether the items are clear enough and easily understood.

iii) Whether there is need to include more items in certain areas.

Data generated from then were used to determine the reliability of the instrument.

3.5.3 Reliability of the Instrument

In order to ascertain the reliability of the instrument used in the study, a quantitative analysis of inquiry was performed using the Cronbach's Alpha reliability technique and the reliability level of 0.82 was found. This shows that, the research instrument is reliable.

3.6 Procedure for Data Collection

The researcher obtained a letter of introduction from the office of Head of Department of Educational Foundations and Curriculum, Faculty of Education, Ahmadu Bello University, Zaria to enable the researcher seek permission to conduct the research. Three trained research assistants were employed to assist in the distribution of the questionnaire. The researcher and one trained research assistant administered questionnaire in Zaria education zone, while 2 trained research assistants distributed the questionnaire in Sabon Gari zone. In each zone, two weeks was given to respondents to complete the filling of the questionnaire. The exercise lasted for four weeks.

3.7 Procedure for Data Analysis

The data was analysed in stages. The researcher used table of frequencies and percentages to analyze bio-data of respondents. Mean scores was to answer the four research questions. Minimum response mean of 1.00 and maximum mean of 5.00 was used as the benchmarks for the study. In the course of answering the research questions "strongly agree" and "agree" was classified as "agree and "disagree" and "strongly disagree "were classified as "Disagree".

The chi-square (X^2) for contingency table was used to test all the null hypotheses. In the test of the hypotheses, the calculated value that was less than or equal to the critical value was retained. On the other hand the calculated value that was greater than the critical value was rejected. All the hypotheses were tested at 0.05 level of significance.

CHAPTER FOUR
DATA ANALYSES AND DISCUSSION OF RESULTS

4.1 Introduction

This chapter presented in details the results found for the study. Research questions were answered using means and standard deviations, while the hypotheses were tested using Chi-square (X^2) for contingency table at 0.05 level of significance. The analysis of the data was presented according to each specific research question and hypotheses. Data for the study was obtained from three hundred and eighty (380) JSS II Business Studies students, on the Assessment of Skill Acquisition programme for Self-Reliance in Business Studies in Junior Secondary Schools in Kaduna State, Nigeria. The analysis of the data collected was done in sections. The first section of this chapter presents the analysis of frequency and percentages of the personal data information of the respondents. The second section presents answers to research questions using mean and standard deviation. The third section presents and interprets the four null hypotheses structured along the research objectives by means of non-parametric statistics of Chi-square for contingency table to determine the significant difference in the mean responses for the four null hypotheses. All the null hypotheses were tested at 0.05 alpha level of significance. The fourth section outlined the major findings of the study and the last section discussed the findings of the study in detail.

4.2 Description of Study Variables

The following tables described the variables of the study using their frequency and percentage.

Table 4.2.1: Gender classification of the respondents

	Frequency	Percentage
Male	243	63.9
Female	137	36.1
Total	**380**	**100**

Table 4.1 shows that a total of three hundred and eighty (380) students responded to the instrument, with the total of two hundred and forty-three (243) male students, equivalent to 63.9% and one hundred and thirty-seven (137) female students, equivalent to 36.1%. This shows that the population distribution was favourable to the male respondent.

4.3 Response to Research Questions

Data collected through the administration of questionnaire were analyzed using chi-square for contingency table. The tables present the analysis and interpretation of the findings.

Research Question One: To what extent does Business Studies influence students' acquisition of keyboarding skill for self-reliance in junior secondary schools in Kaduna State?

Data collected were analyzed using descriptive statistics of mean and standard deviation. Table 4.1 presents the summary of the analysis:

Table 4.1 Opinions of Business Studies students on the extent to which business studies influences students acquisition of keyboarding skill for self-reliance in junior secondary schools in Kaduna State.

N	Minimum	Maximum	Mean	Std. Dev.
380	1.00	5.00	4.3750	1.9635

Table 4.1 presents the students opinion on the extent to which Business Studies influences students acquisition of keyboarding skill for self-reliance in junior secondary schools in Kaduna State. The table revealed that the mean response of 4.3750 when compared with the minimum of 100 and maximum of 5.000, the mean score is close to 5.00 which indicated that Business Studies has to a great extent

influenced the students acquisition of keyboarding skill for self-reliance in junior secondary schools in Kaduna State.

Research Question Two: What influence does Business Studies have towards students acquiring of computer skill for self-reliance in junior secondary schools in Kaduna State?

Data collected were analyzed using mean and standard deviation. Table 4.2 presents the summary of the analysis:

Table 4.2 Response mean and standard deviation of Business Studies students on the influence if Business Studies towards students acquiring of computer skill for self-reliance in junior secondary schools in Kaduna State.

N	Minimum	Maximum	Mean	Std. Dev.
380	1.00	5.00	3.1042	8.8154

Descriptive analysis of respondents' opinion on table 4.2 shows the response mean of 3.1042 which is closer to the maximum mean. This shows that Business Studies should be properly taught in all junior secondary schools in Kaduna state.

Research Question Three: To what extent do Business Studies influences students acquisition of accounting skill for self-reliance in junior secondary schools in Kaduna State?

To answer this research question, the opinions of the respondents were used as follows:

Table 4.3 Computation of mean and standard deviation of students responses

N	Minimum	Maximum	Mean	Std. Dev.
380	1.00	5.00	5.1483	2.4192

Table 4.3 indicate the observed frequencies, and mean of the respondents' opinion on the extent to which Business Studies positively influences students acquisition of accounting skill for self-reliance in junior secondary schools in Kaduna State. The analysis revealed the response mean of 5.1483 which was higher in value than the maximum mean of 5.00. This shows that Business Studies helps students acquisition of accounting skill for self-reliance in junior secondary schools in Kaduna State.

Research Question Four: How does Business Studies influences students acquisition of shorthand skill for self-reliance in junior secondary schools in Kaduna State?

Data collected through the administration of questionnaire were analyzed using mean and standard deviation. Table 4.4 present the summary of the analysis.

Table 4.4 Analysis of the respondents' opinion regarding the extent to which Business Studies influence students acquisition of shorthand skill for self-reliance in junior secondary schools in Kaduna State.

N	Minimum	Maximum	Mean	Std. Dev.
380	1.00	5.00	3.9106	.9482

Descriptive analysis of respondents' opinion on table 4.4 presents the students opinion on the extent to which Business Studies influence students acquisition of shorthand skill for self-reliance in junior secondary schools in Kaduna State. The table revealed that Business Studies positively influences students' acquisition of shorthand skill for self-reliance in junior secondary schools in Kaduna State. This is so because, the mean response of 3.9106 when compared with the minimum of 100 and maximum of 5.000, the mean score is close to 5.00 which imply that Business Studies have influence on students acquisition of shorthand skill.

4.4 Hypotheses Testing

This sub-section presents the result of the analysis of hypotheses. Altogether, there are four (4) null-hypotheses being tested using Chi-square (X^2).

Hypothesis 1: There is no significant difference in the extent to which Business Studies influences students acquisition of keyboarding skill for self-reliance in junior secondary schools in Kaduna State.

The opinions of students were collected in respect to hypothesis one. The summary of hypothesis tested using chi-square is presented on table 4.5.

Table 4.5: Summary of the Chi-square statistics on the extent to which Business Studies influences students acquisition of keyboarding skill for self-reliance in junior secondary schools in Kaduna State

N	$\chi^{2\text{-cal}}$	Df	α	$\chi^{2\text{-crit}}$	p-value	Decision
380	18.24	3	0.05	7.815	0.002	Significant

Table 4.5 presents the chi-square calculated as (18.24) at α =0.05 with df =3 and chi-square critical of (7.815). This means that there is a significant difference in the opinions of students of the extent to which Business Studies influences students acquisition of keyboarding skill for self-reliance in junior secondary schools in Kaduna State. Because, the chi-square calculated (18.24) is greater than the chi-square critical of (7.815). Therefore, hypothesis one which stated that there is no significant difference in the extent to which Business Studies influences students acquisition of keyboarding skill for self-reliance in junior secondary schools in Kaduna State was rejected.

Hypothesis 2: There is no significant difference in the influence of Business Studies towards students acquiring of computer skill for self-reliance in junior secondary schools in Kaduna State.

The opinions of students were collected in respect to hypothesis two. The summary of hypothesis tested using chi-square is presented on table 4.6.

Table 4.6: Summary of the Chi-square statistics on the influence of Business Studies towards students acquiring of computer skill for self-reliance in junior secondary schools in Kaduna State

N	$\chi^{2\text{-cal}}$	Df	α	$\chi^{2\text{-crit}}$	p-value	Decision
380	11.04	3	0.05	7.815	0.016	Significant

Result of table 4.6 shows the chi-square calculated as (11.04) at α =0.05 with df =3 and chi-square critical of (7.815). This means that there is a significant difference in the influence of Business Studies towards students acquiring of computer skill for self-reliance in junior secondary schools in Kaduna State. Because, the chi-square calculated as (11.04) is greater than the chi-square critical of (7.815). Therefore, hypothesis two which stated that there is no significant difference in the influence of Business Studies towards students acquiring of computer skill for self-reliance in junior secondary schools in Kaduna State was rejected.

Hypothesis 3: There is no significant difference in the extent to which Business Studies influences students acquisition of accounting skill for self-reliance in junior secondary schools in Kaduna State.

The opinions of students were collected in respect to hypothesis three. The summary of hypothesis tested using chi-square is presented on table 4.7

Table 4.7: Summary of the Chi-square statistics on the extent to which Business Studies influences students acquisition of accounting skill for self-reliance in junior secondary schools in Kaduna State

N	$\chi^{2\text{-}cal}$	Df	α	$\chi^{2\text{-}crit}$	p-value	Decision
380	8.81	3	0.05	7.815	0.001	Significant

Results of Chi-square (X^2) statistics on table 4.7 revealed the chi-square calculated as (8.81) at α =0.05 with df =3 and chi-square critical of (7.815). This means that there is a significant difference in the extent to which Business Studies influences students acquisition of accounting skill for self-reliance in junior secondary schools in Kaduna State. For the reason that, the chi-square calculated of (8.81) is greater than the chi-square critical of (7.815). Therefore, hypothesis three which stated that there is no significant difference in the extent to which Business Studies influences students acquisition of accounting skill for self-reliance in junior secondary schools in Kaduna State was rejected.

Hypothesis 4: There is no significant difference in the extent to which Business Studies influences students acquisition of shorthand skill for self-reliance in junior secondary schools in Kaduna State.

The opinions of students were collected in respect to hypothesis four. The summary of hypothesis tested using chi-square is presented on table 4.8.

Table 4.8: Summary of the Chi-square statistics on the extent to which Business Studies influences students acquisition of shorthand skill for self-reliance in junior secondary schools in Kaduna State

N	$\chi^{2\text{-cal}}$	Df	α	$\chi^{2\text{-crit}}$	p-value	Decision
380	19.86	3	0.05	7.815	0.024	Significant

Observation of table 4.8 discovered the chi-square calculated as (19.86) at α =0.05 with df =3 and chi-square critical of (7.815). This means that there is a significant difference in the extent to which Business Studies influences students acquisition of shorthand skill for self-reliance in junior secondary schools in Kaduna State. For the fact that, the chi-square calculated of (19.86) is greater than the chi-square critical of (7.815). Therefore, hypothesis four which stated that there is no significant difference in the extent to which business studies influences students acquisition of shorthand skill for self-reliance in junior secondary schools in Kaduna State was rejected.

4.5 Summary of Findings

The major findings of the study are as follows;

1. Findings of hypothesis one using chi-square revealed a significant difference in the performance of student acquisition of keyboarding skill with the use of computer better than those taught with manual type writer at $\alpha = 0.05$.
2. Result of hypothesis two shows the chi-square calculated as (11.04) at $\alpha = 0.05$ a significant difference in the acquaring computer skills by students.
3. The result of hypothesis three shows that business studies curriculum content provide students with accounting skills for self reliance and clerical field work at $\alpha = 0.05$.
4. Findings from hypothesis four revealed a significant difference in short hand skill to facilitate self-reliance at $\alpha = 0.05$.

4.6 Discussions of Findings

Based on the findings from the hypotheses tested and answers to research questions, the following are the discussions of the findings:

Table 4.1 presents the chi-square calculated as (18.24) at α =0.05 with df =3 and chi-square critical of (7.815). This means that there is a significant difference in the opinions of students on the extent to which Business Studies influences students acquisition of keyboarding skill for self-reliance in junior secondary schools in Kaduna State. Because, the chi-square calculated as (18.24) was greater than the chi-square critical of (7.815). Therefore, hypothesis one which stated that there is no significant difference in the extent to which Business Studies influences students acquisition of keyboarding skill for self-reliance in junior secondary schools in Kaduna State was rejected. Also, table 4.5 revealed the students opinion on the extent to which Business Studies influences students acquisition of keyboarding skill for self-reliance in junior secondary schools in Kaduna State. The table revealed that Business Studies influences students acquisition of keyboarding skill for self-reliance in junior secondary schools in Kaduna State. This is so because, the mean response of 4.3750 when compared with the minimum of 100 and maximum of 5.000, the mean score was close to 5.00 which indicated that Business Studies have influence on students acquisition of keyboarding skill.

Result of table 4.2 shows the chi-square calculated as (11.04) at α =0.05 with df =3 and chi-square critical of (7.815). This means that there is a significant difference in the influence of Business Studies towards students acquiring of computer skill for self-reliance in junior secondary schools in Kaduna State. Because, the chi-square calculated as (11.04) was greater than the chi-square critical of (7.815). Therefore, hypothesis two which stated that there is no significant difference in the

influence of Business Studies towards students acquiring of computer skill for self-reliance in junior secondary schools in Kaduna State was rejected. Likewise, the descriptive analysis of respondents' opinion on table 4.6 shows the response mean of 3.1042 which was closer to the maximum mean. This shows that Business Education is capable of equipping students with the computer skill needed for self-reliance in junior secondary schools in Kaduna State

Results of Chi-square (X^2) statistics on table 4.3 revealed the chi-square calculated as (8.81) at α =0.05 with df =3 and chi-square critical of (7.815). This means that there is a significant difference in the extent to which Business Studies influences students acquisition of accounting skill for self-reliance in junior secondary schools in Kaduna State. For the reason that, the chi-square calculated of (8.81) was greater than the chi-square critical of (7.815). Therefore, hypothesis three which stated that there is no significant difference in the extent to which Business Studies influences students acquisition of accounting skill for self-reliance in junior secondary schools in Kaduna State was rejected. Consequently, table 4.7 revealed the observed frequencies, and mean of the respondents' opinion on the extent to which Business Studies influences students acquisition of accounting skill for self-reliance in junior secondary schools in Kaduna State. The analysis revealed the response mean of 5.1483 which was higher in value than the maximum mean of 5.00. This shows that business studies have influence on students acquisition of accounting skill for self-reliance in junior secondary schools in Kaduna State

Observation of table 4.4 discovered the chi-square calculated as (19.86) at α =0.05 with df =3 and chi-square critical of (7.815). This means that there is a significant difference in the extent to which Business Studies influences students acquisition of shorthand skill for self-reliance in junior secondary schools in Kaduna

State. For the fact that, the chi-square calculated of (19.86) was greater than the chi-square critical of (7.815). Therefore, hypothesis four which stated that there is no significant difference in the extent to which Business Studies influences students acquisition of shorthand skill for self-reliance in junior secondary schools in Kaduna State was rejected. Also, the descriptive analysis of respondents' opinion on table 4.8 presented the students opinion on the extent to which Business Studies influence students acquisition of shorthand skill for self-reliance in junior secondary schools in Kaduna State. The table revealed that business studies influences students acquisition of shorthand skill for self-reliance in junior secondary schools in Kaduna State. This is so because, the mean response of 3.9106 when compared with the minimum of 100 and maximum of 5.000 was closer to 5.00 which imply that Business Studies have influence on students acquisition of shorthand skill.

CHAPTER FIVE
SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

This study "Assessment of Skill Acquisition programme for Self-Reliance in Business Studies in Junior Secondary Schools in Kaduna State, Nigeria" was conducted with four research objectives; and four research questions. Also, four null hypotheses were tested. The total of three hundred and eighty (380) Business Studies students responded to the instrument. Survey design was adopted for the study and data was collected using a researcher designed questionnaire. The data gathered were analyzed using Chi-square (X^2) statistics and hypotheses were tested at 0.05% level of significance. Findings of the study among others revealed that significant difference existed in the extent to which Business Studies influences students acquisition of keyboarding skill for self-reliance in junior secondary schools in Kaduna State. Likewise, result shows a significant difference in the influence of Business Studies towards students acquiring of computer skill for self-reliance in junior secondary schools in Kaduna State.

5.2 Conclusion

Based on the result of the study, conclusions were made that; in a developing nation like Nigeria, fields or areas of education that equip their graduates with veritable skills for self sustenance are needed for growth and development of such nation. Hence, such education is to either secure gainful employment for personal and family survival or become an entrepreneur who can also employ labour. Recipients of Business Education skill acquisition programme have the benefit of these two options. In terms of entrepreneurship they can establish any type of these businesses for family empowerment. This translates to self reliance through self employment and takes

considerable burden of unemployment off the shoulders of government. The study also concluded that, business studies is capable of equipping students with skills (such as, keyboarding, computing, accounting, and shorthand) for self reliance.

5.3 Recommendations

The following recommendations have been put forward, based on the findings of the study that;

1. Business Studies curriculum contents should be properly taught so as to encourage acquisition of keyboarding skills in junior secondary schools in Kaduna state.
2. Business Studies and vocational training at the junior secondary level should be encouraged through proper funding, provision of state of the art equipment for better acquisition of computer skill.
3. Students should be sensitized about the economic importance of acquiring accounting skill in the junior secondary schools in Kaduna State.
4. Business Studies curriculum contents should be accurately delivered in order to achieve the desired objective of students' acquisition of shorthand skill for self reliance in junior secondary schools in Kaduna state.

5.4 Suggestions for further studies

The researcher suggested that research should be carried out in the following areas:

1. Relationship between Business Studies curriculum and students' Career development to meet the Labour Market needs.
2. Evaluation of employers' expectations of work competencies by Business Education graduates for gainful employment in organizations.

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APPENDIX I

Dept. of Educational Foundations
and Curriculum,
Faculty of Education
Ahmadu Bello University
Zaria.

Dear Respondent,

REQUEST TO FILL QUESTIONNAIRE

I am a student, (M.Ed) Curriculum and Instructions in the mentioned Department, currently carrying out a research study on "Assessment of skills acquisition for self reliance in Business Studies in Junior Secondary School in Kaduna State". The questionnaire is designed to enable the researcher gather information for the research work. All the information supplied will be treated confidentially, and used for the purpose of this study.

Thanks for your cooperation.

Yours faithfully,

Yakubu Sakina
(ME.d)/Educ/1506/2011-2012)

Section A: Instructions For Data Collection

Personal Data

Please read each statement carefully and tick (√) the level of your agreement or otherwise.

Gender:

(a) Male ( )

(b) Female ( )

Students Class Level

(a) JSS 1 ( )

(b) JSS 2 ( )

(c) JSS 3 ( )

Students' Age

(a) 10-12 years ( )

(b) 12-14 years ( )

(c) 14-16 years ( )

(d) 16-20 years ( )

Section B: Questionnaire Items

The Respondent should kindly indicate by [√] whether the assertion or state is SA, A, D, or SD
Key: SA: Strongly Agree, A: Agree, D: Disagree, SD: Strongly Disagree

To what Extent of Business Studies influences on students acquisition of keyboarding skill for self-reliance in junior secondary schools in Kaduna State?

S/N	Items	SA	A	U	D	SD
1.	Business Education provides students with basic skills in keyboarding for entry into the world of work.					
2.	Keyboarding is a skill that improves only with practice.					
3.	A good typing skill where letters are professionally produced without errors is a potential hot cake for patronage.					
4.	Business Education at junior secondary schools, equip its graduates with skills for managing a Typing Studio.					
5.	Keyboarding skill enhances efficiency between school and Job performance.					
6.	Keyboarding skill acquired by Business Education graduate is able to establish a business centre with typing, printing and photocopying that sustains him/her.					
7.	Correct keyboarding is all about enhancement of skills in and outside the classroom.					
8.	Most students hired in Business Centres and Cyber Cafés update their knowledge and competencies through Business Studies designed keyboard training programme.					
9.	Standard in keyboarding is measured through speed and accuracy.					
10.	Business Education at junior secondary schools, equip its graduates with skills for managing a Business Centers.					
What influence does Business Studies have towards students acquiring of computer skill for self-reliance in junior secondary schools in Kaduna State?						
1.	Competence in identifying computer fault influences students confidence in performing office task.					
2.	Students' competence in fixing computer fault has effect on self reliance in computer data processing.					
3.	Students acquisition of computer troubleshooting skill plays a major role on time management during data delivery.					

4.	Business Education programme afford students the opportunity to acquire competence in computer troubleshooting which influences their ability to maintain a good workable data base system for self reliance.					
5.	Students learn about Window, Software and Hardware components of a computer system through business education programme.					
6.	Students' acquisition of computing skills and its application makes the computer system trouble free.					
7.	Troubleshooting is an integral necessity in the use of computer system, which has made it unique skills to be acquired by every students for self reliance.					
8.	Installing and Configuring an Anti-Virus Software is an important computer skill for self reliance.					
9.	Computer troubleshooting skill is a mixture of standard procedure and personal creativity.					
10.	Business Studies programme enable students to know about several possible causes for a network error in computing.					
To what extent do Business Studies influences students acquisition of accounting skill for self-reliance in junior secondary schools in Kaduna State?						
1.	Most firms are dissatisfied with accounting skill acquire by students through Business Studies programme.					
2.	Through Business Studies programme, students acquire marketing skill for self reliance.					
3.	Firms expect entry level business education graduates to improve on their computing skill.					
4.	Through Business Studies programme, students acquire accounting reporting skills.					
5.	Through Business Studies programme, students acquire broad business perspective skill for self reliance.					
6.	Employers require spreadsheet package, a word processing package, an accounting package more than other skills such as communication skills.					
7.	Skills in critical and analytical thinking, technology, teamwork and communication are crucial for transforming the accounting profession in the future.					
8.	The methods of teaching used in Business Studies in junior secondary schools has limited skills transfer capacity that will enable students after graduation meets up the challenges of accounting.					
9.	For business studies graduate to be relevance in					

	the ever-changing environment, they have to demonstrate new skills in accounting.					
10.	Teaching approaches used in Business Studies in junior secondary schools are geared towards improving creativity and learning modes that will support the development of professional competences of school administrative work.					
How does Business Studies influences students acquisition of shorthand skill for self-reliance in junior secondary schools in Kaduna State?						
1.	Students of shorthand are sure of employment/job opportunity after graduation.					
2.	The use of shorthand by students of helps a great deal for employability.					
3.	Business Studies students are needed in the labour market, this is because of the knowledge of shorthand.					
4.	Shorthand skills acquisition is the bedrock of secretarial professionalism.					
5.	Shorthand graduates can be employed in any organization that needed their services.					
6.	Lack of interest by the students creates problem to them in studying shorthand.					
7.	Students are always scared of memorization of principles of shorthand which is a problem in its study.					
8.	Shorthand skill is vital for court reporters, since it can be used to take minutes of the proceedings in the court.					
9.	The study of Shorthand enables business studies students to have good command of English Language.					
10.	Inappropriate method of teaching shorthand causes students to loose interest in the course					