

**INFLUENCE OF MODEL OFFICE AND STUDIO ON SKILLS ACQUISITION OF  
BUSINESS EDUCATION STUDENTS IN COLLEGES OF EDUCATION  
IN NORTH CENTRAL NIGERIA**

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AHMADU BELLO UNIVERSITY,  
ZARIA**

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FACULTY OF EDUCATION  
AHMADU BELLO UNIVERSITY,  
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## **DECLARATION**

I hereby declare that the work in this dissertation “Influence of Model Office and Studio on Skills Acquisition of Business Education Students in College of Education in North Central Nigeria” has been carried out in the Department of Vocational And Technical Education, Faculty of Education, Ahmadu Bello University, Zaria. The information derived from the literatures has been duly acknowledged in the text and a list of references provided. No part of this work was presented in any previous application for a higher degree at this institution or any other institution.

.....  
Name

.....  
Signature

.....  
Date

## CERTIFICATION

This dissertation titled “Influence of Model Office and Studio on Skills Acquisition of Business Education Students in College of Education in North Central Nigeria” submitted by Patience Utenwojo BABA meets the regulation governing the award of the degree of Master of Education (M. Ed) in Business Education of Ahmadu Bello University, Zaria and is approved for its contribution to knowledge and literary presentation.

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## **DEDICATION**

This dissertation is dedicated to Almighty God, my beloved husband Mr. Umar Ibrahim and my children Abraham and Amen.



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## ABSTRACT

*The main objective of this study was to establish the Influence of Model Office and Studio on Skill Acquisitions by Business Education Students in colleges of education in North Central, Nigeria. Four research questions were raised and four null hypotheses were formulated and tested at 0.05 level of significance. Descriptive survey research design was used for this study. The population for the study was two hundred and twenty seven (227) of which there are 190 NCE II students and 37 lecturers from three Colleges of Education in North Central of Nigeria. The sample size for the study include 19 NCE II students and 37 lecturers of three Colleges of Education in the North Central Zone, Nigeria. The questionnaire was administered to both students and lecturers for data collection. The data collected were analysed using mean, standard deviation and t-test. Four null hypotheses raised were tested with t-test statistical tools at 0.05 level of significance. From the four null hypotheses raised and tested, three were rejected while one was retained. Based on the findings of the study it was established that the quality and quantity of facilities found in word processing studio have influence on the skill acquisition of business education students in colleges of education. It was concluded that facilities found in model office in Colleges of Education in the North Central Geo-political Zone of Nigeria had significant negative influence on the skill acquisition of Business education students. It was recommended that existing facilities found in word processing studio should be standardized to enhanced skill acquisition of NCE business education students. It was concluded that facilities found in model office in Colleges of Education in the North Central Geo-political Zone of Nigeria had significant negative influence on the skill acquisition of Business education students.*

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background to the Study

Business studies refers to those business subjects taught at the secondary school level such as book-keeping, keyboarding, shorthand, general subjects-equal with education for entrance into business word given at any educational level.

Business studies at the postgraduate level are referred as business education. These include Accountancy, marketing, Business Administration, OTM and Business Teacher education. This certainly tells us that business education is an incredibly adaptable area which has related aims and objectives.

There are some formal definitions of business education for instance Businesseducationweb.com (2015) stated that; Business education could simply mean an educational process or context which has as its primary aim preparation of people for roles enterprises such roles could be as employee, entrepreneur, and an employer or simply as self-employed.

Still on the definition of business education, Njoku (1997) defines business education as that facet of educational training that helps the individual to acquire relevant skills needed for living. On the other hand, Osuala (1981) described business education a “systematic learning experiences which are designed to fit individuals for gainful employment in recognized occupations, prepares students for entering into and advancement in jobs. Business education prepares students to handle their own business affairs and to function intelligently as consumers and as citizens in a business community. Aliyu (2001) defined business education as an education programme, which

involves acquisition of skills, competences and knowledge, which makes the recipients proficient in the area of study, which always being understood, literate and illiterates. It is an umbrella under which all business courses take over. It is obvious that business education comprise almost all the knowledge which hold prospect of profitable exploration in the context of a business enterprise such knowledge could simply be administrative or even extent to the realm of the humanities it can then be the include that business education prepares people for four dissimilar roles in enterprises.

Business education in one context is called Office education administration equips students with knowledge, skills, values and attitudes required to be successful as an administrative, secretarial or personal assistant. The subject lays the foundation for lifelong learning and creates the opportunity for further and higher education (Ekpenyong, 2008). Office education is designed to give students relevant and marketable skills and applied competencies for employment and self-employment in the office administration sector. Administration competencies apply to all industries, both in the formal and informal commercial sector and the non commercial sector. Office education simultaneously builds the cognitive ability and provides the required fundamental learning necessary for accessing employment in the business and administration sector and related studies at higher education level with enhanced employment opportunities. Office education is expected to be equipped with office kind of Studio with facilities for stocking instruction as typewriters, multimedia projector, digital projector, interactive radio, electronic copy boards, photocopying machine, adding machine and stapling machines.

A model office is a prototype of an office that students are learning from and it particularly if is well equipped with the latest equipment and gadgets. These gadgets may

include: a franking machine, computers that are connected to the internet for browsing and sending of correspondents, shredding machine, rubber stamp, sealing machine, stapling machines, a good photocopier, label makers, point of sales systems, the most modern furniture in terms of seats, and table with good lighting system and ventilation.

The model office is an office that is well equipped with model office equipments for the purpose of facilitating day to day office activities. This equipment includes computers, photocopying machines, stapling machines, adding machines, telephone, and duplicating machines. In a model office apart from written information, oral information is received which forms the bulk of the work done in the office. The clerical duties carried out in the office are complementary to the main purpose of the modern office. Regardless of size, modern offices are similar both in purpose and operation. The methods used to get work done may vary from one department to another within the same office, but the type of work performed is essentially similar. It should be understood clearly that the office is a management tool and as such its services are useful to those responsible for the overall direction of operation in the organization. In modern offices the following equipment are found. Franking machines, sealing machines, shredding machines, rubber stamp, stapling machines, date stapling machines, duplicating machines, photocopying machines, and computers

The importance of office machines can be realized from the following: They save labour and time. The time that work could have taken to be done without machine is reduced and labour too is saved; they promote accuracy and improve the quality of office work; they relieve monotony and fatigue on the part of the worker; they produce a better

type of finished work. The appearance of the produced work is better than hand written ones and can last much longer; they promote efficiency and productivity is increased.

There are reforms in most sectors of our economy. The educational sector is not an exception. Therefore, the present education reforms going on in Nigeria since 1999 are Government's response to non-performance of the sector. Especially the products of the systems are not meeting the needs of the society. It was also identified and pursued that in trying to rebuild and make the system functional, there was a need to start from the basic ingredient of learning. That basic ingredient is availability of instructional resources.

According to Oby (2000) Business Education Studio is a room or a building in or outside the school system, where learning materials and office equipment are mounted to aid student learning special skills. Oby (2000) identifies different names given to Educational resource Center to include but not limited to media center, Learning Resource center, Resource Center, Center for curriculum and Instructional development.

According to Ngoka (1995), Business Studio is a service area providing for the use and distribution of information to students and teachers in multimedia forms to facilitate the teaching and learning process. According Eze (2002) Business studio is; A building in or outside the school system with adequate spaces, staff, software and hardware materials, where learners may go and study either individually or in a group or consult with staff of the centre and where facilities exist for determining individual differences and where instructional materials tailored to meet their individual differences and produce, utilize and disseminate. Eze (2002) sees an area, or complex of areas equipped with diversity of print and non-print media material, types of audio-visual equipment and programmed instruction, and designed to various learning styles and needs both through physical design

and through the application of a systematic process approach to individualization of instruction.

Business studio therefore seeks to provide enough information, regarding location, organization, materials and resources person outside the institution, which will enhance and promote learning. A Business studio for the 21st century is expected to have space for various types of activities. The equipment for the best practice; for the production of instructional materials, reprographic unit, recording studio, computer terminals, and photographic darkroom which are seen by office studio lecturers in the Nigeria colleges of education. Such emphasis should be generally considered at the universities, colleges of education in North Central part of Nigeria. Model offices and studios do not seem to attract sufficient attention from the students and even their teachers. This assumption can only be proven through research which this study should shed light on.

## **1.2 Statement of the Problem**

There are general assumptions that there seems to be lack of interest by students and possibly teachers on the importance of model office and material for instructional purposes and effective learning achievement.

From the researcher's personal findings, observations and interaction with the students and lecturers of business education, on the physical availability of facilities that are expected to be found in the model office for skill acquisition include word processing, computer, photocopying among others that students can utilize and practice on it to acquire the skills related to their area of study. As the researcher not readily found studio on the state of availability and utilization of relevant model office materials for the purpose of enhancing business education acquisition of the relevant skill knowledge and application in

their areas of study, the researcher consider it necessary to conduct this study. In other words, the researcher is interested in knowing about model office materials on the level of skills of business education student's colleges of education in the North-Central state colleges of education to enhance their learning.

### **1.3 Objectives of the Study**

The major objective of the study was to determine the influence of model office and studio on skills acquisition of business education students in colleges of education in north-central, Nigeria. The specific objectives of the study are to:

1. assess the extent to which facilities found in word processing studio has influence the skill acquisition level of business education students in colleges of education in North Central geo political zone of Nigeria.
2. determine the extent to which equipment found in the model office can influence the skill acquisition level of business education students in North Central geo political zone, Nigeria.
3. establish the extent to which audio-visual materials found in model office can influence the level of the learning skill acquisition on business education students in colleges of education in North Central geo political zone Nigeria.
4. assess the factors which may hinder acquiring the necessary skills of materials available in their model offices laboratories of business education students in North-Central geo-political zone, Nigeria.

### **1.4 Research Questions**

In line with each specific objectives, the following research questions were addressed:

1. To what extent do facilities found in word processing studio influence the skill acquisition level of business education students in colleges of education in North-Central geo-political zone, Nigeria?
2. To what extent is the influence of the facilities found in the model office can influence the skill acquisition level of business education students in North Central geo political zone, Nigeria?
3. To what extent do the audio-visual materials in the model office of COE in North geo-political zone influence their business education student's level of audio-visual skill acquisition?
4. What are the factors which trend to influence business education student's inability to acquire the skill of relevant instructional materials found in their model office in colleges of education in North Central geo-political zone, Nigeria?

### **1.5 Hypotheses**

In line with the specific objectives and research questions, the following null hypotheses were raised and tested at 0.05 level of significance.

1. There is no significant influence on the facilities found in word processing studio on skill acquisition of male and female business education students in colleges of education in North Central geo-political zone, Nigeria.
2. There is no significant influence of equipment found in the model office on the skill acquisition level of male and female of business education students in colleges of education in North-Central zone, Nigeria.
3. There is no significant influence of model office on skill acquisition of business education students in colleges of education in north-central zone, Nigeria.

4. There is no significant factors which influence business education student's inability to acquire the skill of relevant instructional materials found in their model office studio in colleges of education in North Central geo-political zone, Nigeria?

### **1.6 Significance of the Study**

It is expected that the following will benefit from this study. The lecturers, the business education students; the school administration of Colleges of Education and the researchers.

This study will be very useful to lecturers of Business Education in Colleges of Education, who know the importance of Model Office in their pedagogical applications, since it is necessary for effective delivery and acquisition of practical skills for future applications.

The study will be of great significance to school administrations of colleges of education in the sense that, this study will give an insight of what is expected of them in planning for the students and teachers in the future, if they want to turn out trained teachers for the 21st century classroom and labour market.

The study will be of great significance to the Ministry of Education, as well as Ministry of Science and Technology, as they are the principal determinants in the pedagogic aspect of effective Business Education programme delivery and teacher education training programme in Nigeria. The findings of the study will enable them to understand the situation and position of Model Office in teacher training and pedagogy.

Furthermore, the study will be of great significance to other researchers who may embark on similar or related field studies on this topic. The findings will enable them to

know the extent studies have been carried out in this field and also this study will serve as a point of reference to them and source of literature review.

### **1.7 Basic Assumptions of the Study**

This study assumed that:

1. All the Colleges of Education in the North Central Geo-political Zone of Nigeria have Model Office.
2. There is availability of Model Office and Studio facilities in all Colleges of Education in the North Central Geo-political Zone of Nigeria where Business Education is offered.
3. Studio equipment in Colleges of Education in the North Central Geo-political Zone of Nigeria are up-to-date.

### **1.8 Delimitation of the Study**

There are nine (9) Colleges of Education in North Central Geo-political Zone of Nigeria, with a population of 736 students in NCE II, and 92 Lecturers. The study was delimited to NCE II students and Lecturers in Business Education Department in three Colleges of Education (Niger State College of Education Minna, Federal Capital Territory College of Education Zuba and Kogi State College of Education Ankpa) in the North Central Geo-political Zone of Nigeria. Studio in business education has great power for skill acquisition such as word processing Studio, short hand studio model office and entrepreneurship studio. This study is delimited to word processing studio and the model office. It will also be delimited to their 1<sup>st</sup> semester results in 2014/2015 academic session. The reasons why this study is delimited to students of business is because the students of business education make use of the studio and model offices to enable them acquire the

prerequisite skills needed for gainful employment or for self-employment after graduation. The study is also delimited to NCE II students because the study wants to find out the effect the model office and their academic performance for academic secession.

The study is also delimited to lecturers of business education because they are the ones who need the model offices and studios for effective teaching of business practical subjects which complements the theory which they have taught students in class. Business education is a skilled oriented course and as such teaching students only the theoretical aspects without practical aspects coupled with the necessary facilities is as good as not teaching the course.

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

This chapter dwells on the review of related literature and it is reviewed under the following sub-headings

- 2.1 Theoretical Framework
- 2.2 Business Teacher Education
- 2.3 Business Education Equipment and Facilities Provision for Carrying Capacity in Colleges of Education
- 2.4 Model Office
- 2.5 Need for Facilities in Model Offices
- 2.6 Business Education Model Office and its Imperatives for 21st Century Skills in Teacher Education
- 2.7 Model Office and the Students
  - 2.7.1 Model Office and the Teacher
  - 2.7.2 Link between Model Office and the World of work
- 2.8 Model Office and Business Education Students
- 2.9 Empirical Studies
- 2.10 Summary of Literature Review

#### **2.1 Theoretical Framework**

Experiential Learning Theory (ELT) provides a holistic model of the learning process and a multilinear model of adult development, both of which are consistent with what we know about how people learn, grow, and develop. The theory is called “Experiential Learning” to emphasize the central role that experience plays in the learning process, an emphasis that distinguishes ELT from other learning theories. The term “experiential” is used therefore to differentiate ELT both from cognitive learning theories, which tend to emphasize cognition over affect, and behavioral

learning theories that deny any role for subjective experience in the learning process.

Another reason the theory is called “experiential” is its intellectual origins in the experiential works of Dewey, Lewin, and Piaget. Taken together, Dewey’s philosophical pragmatism, Lewin’s social psychology, and Piaget’s cognitive- developmental genetic epistemology form a unique perspective on learning and development. (Kolb, 1984).

Experiential learning theory defines learning as "the process whereby knowledge is created through the transformation of experience. Knowledge results from the combination of grasping and transforming experience" (Kolb, 1984). The ELT model portrays two dialectically related modes of grasping experience -- Concrete Experience (CE) and Abstract Conceptualization (AC) -- and two dialectically related modes of transforming experience -- Reflective Observation (RO) and Active Experimentation (AE). According to the four-stage learning cycle, immediate or concrete experiences are the basis for observations and reflections. These reflections are assimilated and distilled into abstract concepts from which new implications for action can be drawn. These implications can be actively tested and serve as guides in creating new experiences.

A closer examination of the ELT learning model suggests that learning requires abilities that are polar opposites, and that the learner must continually choose which set of learning abilities he or she will use in a specific learning situation. In grasping experience some of us perceive new information through experiencing the concrete, tangible, felt qualities of the world, relying on our senses and immersing ourselves in concrete reality. Others tend to perceive, grasp, or take hold of new information through symbolic representation or abstract conceptualization— thinking about, analyzing, or systematically planning, rather than using sensation as a guide. Similarly, in transforming or processing

experience some of us tend to carefully watch others who are involved in the experience and reflect on what happens, while others choose to jump right in and start doing things. The watchers favour reflective observation, while the doers favour active experimentation.

Each dimension of the learning process presents us with a choice. Since it is virtually impossible, for example, to simultaneously drive a car (Concrete Experience) and analyze a driver's manual about the car's functioning (Abstract Conceptualization), we resolve the conflict by choosing. Because of our hereditary equipment, our particular past life experiences, and the demands of our present environment, we develop a preferred way of choosing. We resolve the conflict between concrete or abstract and between active or reflective in some patterned, characteristic ways. We call these patterned ways "learning styles."

The reason for using experiential learning theory in this work is because business education subjects are practically oriented courses and as such most of the learning experiences expected from students of business education as they are graduating should be through practical experiences in model offices and studios or laboratories which are being mounted to complement the theory taught by teachers in classrooms.

## **2.2 Business Teacher Education**

The education of business teachers in Nigeria has been expanding and growing in recent years. This is as a result of increase in the demand for business teachers because of increase in students' enrolment in business education programme and quest for acquisition of employable skills both in private and public schools. In Nigeria's Third National Development Plan (1975 to 1980), the Federal Government maintained that the quality of

teaching staff in all fields is probably the most important determinant of educational standards at all levels. Furthermore, the Federal Government of Nigeria (2004) stated that teachers' education will continue to be given a major emphasis in all our educational planning because no educational system can rise above the quality of its teachers. Therefore, for business education teacher quality to rise above the business education system, a strong global reform in business teacher education curriculum is required. Such reforms would enhance business teacher education the chance of being a component of any educational system charged with the education and training of teachers to acquire the competencies and skills of teaching for the attainment of self-reliance of the individual learner and the nation at large.

Business Education is an aspect of educational programme offered at the higher institution of learning which prepares students for careers in business. Ubulum (2000) sees business teacher education as the pedagogical and business competencies necessary for teaching business attitudes, concepts, skills and knowledge. It could be seen as an aspect of educational training process which business teacher-trainees receive with the primary motive of enabling them acquire adequate attitudes, concepts, knowledge, understanding and skills in business activities, for personal or vocational usage, and/or for careers as administrators, managers and teachers wherever they may find themselves in the business world. According to Ubulum (2000) Business teacher education aims at: Educating business education teachers who will be positively oriented towards teaching business subjects; Producing effective business teachers who are highly motivated and conscious of the important role they are expected to play in the development of business education; Producing business teachers who possess sufficient knowledge in the theory and practice of

business education which they can in turn teach in the teacher training colleges and Equipping the business education students with sufficient knowledge and skills in business management.

However, business teacher education specially encompasses such programmes that are designed to give pedagogical training to those who will be engaged in the teaching of: JSS Business studies; Compartmentalized single business subjects at the senior secondary school (SSS), which includes; bookkeeping/Accounts, Commerce, Economics, Typewriting and Shorthand; and at the tertiary institutions/they are required to teach courses in Accounting, Business Management, Marketing, Computer Operation/Secretarial Studies, Methods of Teaching Business Education and other business related fields.

According to FRN (2004), Business Teacher Education curriculum is structured in such a way that student – teachers are made to complete training in the four major components of teacher education which include: General Education; Professional (Pedagogical education); Teaching subject; and Teaching practice/students’ industrial work experience (SIWES).

### **2.3 Business Education Equipment and Facilities Provision for Carrying Capacity in Colleges of Education**

Training facilities for business teacher education programme: The importance of training facilities to the overall success of any educational enterprise has never been in doubt. It is on this basis that Olutola in Ekpenyong and Nwabuisi (2003) emphasized on the need for the provision of adequate training facilities. (Ekpenyong 2008) processing in developing the business teacher education curriculum.

Chika (2000) maintained that training equipment and facilities needed for effective instruction of business education should be a replica of what is obtained and used in business offices such as typewriters, computers, photocopying machine, stapling machine, printers, adding machine, duplicating machine etc. further stressed that in business teacher education, as is applicable to other technical courses, the need for the availability of functional training facilities and equipment, such as modern office machines in terms of computers, word processors and electronic typewriters, copiers, is to say the least, critical. There is need therefore, to involve the design teams for various subject areas such as Accounting, Management, Marketing, Office Management and Word importance. There is no doubt that wherever effective training equipment and facilities are utilized, they generate greater students' interest in the learning system and also enhance retention of learned ideas. The major problem facing Vocational and Technical Education (Business Education inclusive) includes inadequate quantities of equipment, machines, tools and instructional materials (Osuala, 2004). Carrying capacity can be achieved in tertiary institutions when there is fund for purchase of adequate equipment and facilities in our tertiary institutions. The development of capacity, potentials, self-actualization, appreciation and application of knowledge gained to solve practical problems in the fast technological changing society cannot be achieved, if equipment, teaching techniques and devices are not adapted to the demands of the technological and scientific age in which students have to live and function (Onyegebu, 2001).

Ekpenyong (2008) opined that Business Education is the key for carrying capacity in tertiary institution in Nigeria. Vocational and technical education has been presented in this paper as a design activity, which leads to problems solving and decision-making.

Vocational and technical education consists of the applications of scientific concepts and principles to the practical skills, techniques and projects relevant to everyday life of the students. The main thrust of the provision of vocational and technical education equipment and facilities is to assist the teachers to teach students and utilizing the equipment and facilities to learn and this ought to provide students with the necessary knowledge, skills and experiences as tools which students can use in translating theoretical principles into practical design for problems solving and making functional use of devices for carrying capacity in tertiary institutions.

According to Abassah (2011) the problems of the technical college teacher are many and they arise from: inadequate supply of instructional materials, lack of adequate motivation, poor professional, personal and public Image; lack of well-equipped library for research workshop; frequent curriculum changes, lack of well-articulated in-service education programme for technical teachers, insufficient university admission for training of technical teachers etc. However, not all the problems will be examined because of limited space and time nevertheless some of the problems are:

Most colleges cannot boast of adequate functional workshops even when the teachers may be ready to teach the students, in spite of poor remuneration. There are some cases where technical equipment are supplied but no workshop to install the equipment. This certainly led to frustration on the part of the technical college teachers. Instructional materials and consumables in technical colleges are very expensive and the federal and state governments have not been providing funds to address this critical area. All we are getting is just lip service to technical education. Even when the teachers are ready to

improvise instructional materials, the little amount of fund needed could still not be received from the college authorities.

Colleges of Education teachers are subjected to deplorable working conditions. Hardly are they found in furnished offices, instead they are put in large staff rooms, a times with students type of desks and chairs, whereas their counterparts in other sectors could have executive air-conditioned offices, private secretary or even messengers and reserved parking spaces, and could belong to prestigious clubs and association, be entitled to tree lunch etc. these help to boast their ego as they are looked upon as being successful. Therefore, if education ate the technical college level will be restored to acceptable level. hygiene-motivator principles must be applied In the administration for the purpose of getting teachers to have satisfaction from their job (Ariwerikuma, 1986).

College Teachers that are ready to carry out some research work/projects cannot do this successfully because the libraries are not stocked with up-to- date textbooks and periodicals in their area of specialization. Where the textbooks are available locally, the teachers could not afford them because of meagre salaries. Therefore, the technical teachers may - not be motivated to embark on any project that will be useful to society.

The shortage of equipment and facilities can affect the quality of teaching and learning, quality diminishes when the facilities required for imparting and learning are inadequate or at times not available. Olaitan (1996) remarked that the condition under which vocational education is imparted is poor. Most Secondary schools and tertiary institutions lack equipment for training, lack workshop and workshop facilities, have ill-equipped Studio and libraries. Vocational technical education is the type of education that prepares its recipients for the world of work and so the student are supposed to be exposed

to a work environment which will enable them to fit in and outside the school environment.

**Low Level of Funding** The low level of funding of Vocational Technical Education has been a problem in the implementation of quality teaching and examination of Vocational Technical Education in Nigerian Schools and Colleges. The strict implementation of this type of Education will remain elusive without competent Vocational Technical Teachers, many of the institutions of higher learning producing Vocational Technical Teachers due to low level of funding, lack equipments, accommodation, (Workshops), training materials and money for maintenance of equipment. Osuala (2004) called on the government to increase the funding, of Technical Education by stating that “*for* technical institutions to perform their educational and training assignments properly and thus produce the right calibre of people that can win the respect of industry and public, they need to be adequately equipped Vocational Technical Education is practical oriented, the absence of equipments and facilities due to poor funding is bound to affect the competence of the products and subsequently the implementation of the vocationalizing of the Business teacher education.

#### **2.4 The Model Office**

Model office is a working prototype of operation which reflects the production environment as closely as is practically possible. The model office allows us to validate the usefulness and effectiveness of the proposed solution. Participating in the model office are key operations personnel who will ultimately be responsible for using the systems and process are the executive of complete. Model Office is a working prototype of operations which reflects the production environment as closely as is practically possible. The Model Office allows us to validate the usefulness and effectiveness of the proposed solution (Craig and Jaskiel, 2013). Participating in the Model Office are the students who are

working in simulated office which is well equipped with the latest gadgets and lecturers who are to supervise the students and make sure that they make maximum utilization of the facilities found in the model office.

Model office engages the key personnel involved in the transition at an early allowing early feedback on the new system as it is developed. It is also a great way to obtain buy in from all necessary parties, as it allows us to demonstrate the benefits of the new system to them early on, and enables us to take on board the solution to meet their needs. In addition it can also us to anticipate issues and address them before they arise.

Skill acquisition is the systematic process of imbibing new ideas and knowledge of executing accurately professional functions. Okoro (1999) said, that it is necessary to point out that it is necessary to point out that the more possession of skills will not lead to employment unless there are vacancies in industrial and commercial establishments that possess the required skill. The National Policy on Education (2004) stated that trade centres and similar vocational centers would be established to absorb school leavers who could not proceed to senior secondary school.

Facilities in Model Office are classified into two faces for each option in business education department. For accounting option the facilities include mini and micro calculators, adding machine. For secretarial options the facilities include typewriters, duplicating machine, scanner, computer, photocopying machine, stapling machine, radios etc. all these are facilities found in the Model Office of business education.

Many authors have different perception about model office according to Hornby (1990) Studio is a special room or building used for scientific research, experiments, testing, and so on. The model office are specially designed rooms, where latest offices

equipment is mounted to aid student learning, of special skills. The typing room on the other hand is a Studio where students learn how to manipulate the machines to produce finished typewriting works. In this room, Calculating machines, Duplicating machines, photocopiers, machines Computer, Facsimile etc. The secretarial science students should acquire the skills of typing on stencil and run off copies from the duplicator, in addition they should have knowledge of computer and acquire the ability to use photocopiers.

Just as the workshop is important for woodwork, metalwork, and electronic classes, so also, is the Studio useful to the business programmes. The necessary equipment should be provided in the schools, to allow for proficiency in the practical skills. This is one of the reasons why Ulinfun (1990) said, the skill content of the current Vocational Education is insufficient. The ultimate consequences are that the training of students becomes impeded in the society. The career prospects for Business studies without adequate skills become a mirage.

Even when they are available they are poorly utilized because the prevalent state of poor funding in secondary schools have left them to content with dilapidated run-down facilities most of which are outdated and obsolete. Odina (2000) confirmed that: if learners were to acquire the necessary skills, adequate material resources should be provided in school. The need for workshops, Studio, studio and classrooms to be equipped with such items as benches, tables, machine tools and instruments cannot be over emphasized. In supporting Odina (1985), Emmanuel (1991) in his study found that:

Teaching aids are meant to enhance the teaching and learning of any given subjects. Therefore, teaching aids in teaching of business studies are meant to make learning easy.

Lack of teaching aids in skill subjects, will produced situation whereby most lessons taught in the classroom will be abstract to the knowledge of the students.

Umunadi (2007) cited Prosser's theories of vocational and technical education when he stated that the school workshops, Studio and the total environment where vocational and technical education programme is given must be adequately equipped to reflect the actual working environment. That is the vocational and technical education workshops, Studio and the working environment should be well equipped to attain the standard of where students will work after training. The school workshops should have the same equipment, tools, and materials in terms of types, designs and specification with the industry where the students will work after training.

Ifejike (1990) supported the theories of vocational and technical education when he pointed out that the teaching of vocational and technical education. subjects require the use of specialized Studio, workshops, machines, tools and equipment. Unfortunately, in Nigeria, the low level of funding of institution makes it impossible to properly and adequately equip their workshops, Studio, studio and classrooms. A situation where 50 students crowd a piece of equipment, where the nearest a student get to understanding the use of a machine, cannot make for a true and successful acquisition of skills, in order to achieve the objectives and technological breakthrough in vocational and technical education. It is expected in vocational and technical education that the teacher must observe the students as they work in the school workshops, studio or classroom using the right instructional equipment and tools. It is necessary to correct them during practical work using the right equipment and facilities to enable the students meet the set objectives of vocational and technical education.

Schools exist to serve socio-economic and political needs of the ever-changing society; consequently, they are in constant interaction with their external environment. They receive inputs from the external environment in the form of human and material resources, process them and empty same into the society as finished products and services. The quality of the products bears a direct relationship with the quality of the facilities deployed in the process of the production. This demands that state of the art facilities are provided in schools to prepare school leavers for life in the global village. According to Abassah (2011) useful types of resources to be contacted by the planners and the management team are acoustical design engineering, audio-visual design engineering, behavioural sciences, building systems design, community and press relations, ecological studies, electronic data processing of hardware specifications, electronic data processing for programme development, use of facilities training and financial planning.

## **2.5 Need for Facilities in Model Offices**

Facilities are materials designed to serve specific purposes. According to Porpst (1999) in the school system, there are multiplicity of facilities, which facilitate teaching and learning. They are used to;

1. illustrate concepts
2. provide opportunity for first-hand experience
3. experimentation and demonstration
4. scientific investigation and discovery
5. provide diversity of thoughts
6. observation and inquiry
7. development of scientific attitudes and skills

8. protect the individual and also provide comfort

The indirect or teaching support facilities such as offices, cafeteria, acoustics, toilets, laundry, mowers, residential halls, common rooms, cleaning materials ground and similar items satisfy the individual's physical and emotional needs. Porpst (1999) further stated that they are used to:

1. increase instructional effectiveness;
2. improve the cleanness, orderliness and safety of facilities;
3. reduce the operational cost and life cycle cost of a building;
4. extend the useful life of a building;
5. increase efficiency and effectiveness of the staff and students;
6. improve building appearance;
7. data collection and analyses for decision making.

With quantum leap in school enrolment, increasing number of academic programmes and limited resources, flexibility must be an integral part of the planning process. Facilities should be established such that they will serve new functions in future. In facilities planning, Caudill, (2009,.) emphasized that, "more specific terms like expansible space that can allow for ordered growth, convertible space that can be economically adopted to programme changes, versatile that serves many functional and malleable space that can be changed at once and at will should be used". For these to be achieved Regnier (1999), "advocates team efforts of facilities planners and capital budget analysts, administrators, academic staff, fiscal and institutional research personnel". The most fundamental problem in facilities management is lack of policy guidelines for infrastructural development in schools. In some schools, there are inadequate classrooms,

staff offices, Studio and workshops, libraries, study areas while in some, these facilities are adequately provided. This situation arises because the Federal, State and Local Governments have failed to establish policy directives on minimum standards in relation to school facilities. While some classes hold under trees and students are exposed to harsh weather conditions, others hold in air conditioned classrooms. While some others have well equipped Studio, workshops, libraries and other facilities for effective teaching and learning, others have none, and where they exist, such facilities are poorly equipped. It therefore becomes imperative that the different levels of government should address the issue of development and implementation of minimum standards for facilities development and management.

The essence of the new basic education has significantly the need for instructional materials at all levels of schooling. This is relevant since it is believed that instructional materials ensure the effectiveness of the teaching and learning through, among others concretizing ideas, engendering creativity. Such effectiveness is predicated in the obvious advantages which instructional materials inject into teaching and learning situations. In line with the foregoing Hoban et al in Nwosu (1991) and Ike, Chimezie and Iwu (2002) had asserted that when properly used instructional Materials could achieve: Supply a concrete basis for conceptual thinking and reduced meaningless word responses, make learning more permanent, they have high degree of interest in pupils and offer a reality of experience which stimulates self activity on the part of pupils.

Adequate use of relevant materials would help the teachers' effort, such that he could be more efficient and effective in his teaching. For example, he can use the materials to guide thinking, when he wants to discuss concepts that are too abstract for the pupils'

level, like in the teaching space travels or the space exploration. The teacher can therefore use the needed materials to present the facts and information to his pupils. It is therefore expected that student-teachers in their design and production of instructional materials, they should be tailored to the curricular content of various levels of pupils in our schools. This is imperative because schools may request these instructional materials for their classroom instruction.

## **2.6 Business Education Model Office and its Imperatives for 21st Century Skills in Teacher Education**

Increasing globalization and the emergence of the knowledge economy are calling into question traditional perspectives on the transformational capacity of education systems and the conceptions of teaching as a profession and the roles of teachers. How well Nigeria responds to the above and many other challenges will depend upon her capacity to provide expanded opportunities in the building of stronger competencies for the Nigerian child through high-quality schooling (Fakoya, 2009). Apart from the pressure of globalization, other challenges such as the rapid technological advancements, changing patterns of work, explosion in information access and use all make the inculcation of 21st century skills imperative. Also, peculiar African related issues and problems such as poverty, the digital gap, environmental degradation, diseases, illiteracy, alterations in family and community relations, account for the imperative need for developing 21st skills and knowledge in future leaders and professionals of the world. Darling-Hammond (2006) succinctly puts it:

The importance of powerful teaching is increasingly important in contemporary society. Standards for learning are now higher than they have ever been before, as citizens and workers need greater knowledge and skill to survive and succeed. Education is

increasingly important to the success of both individuals and nations, and growing evidence demonstrates that-among all educational resources-teachers' abilities are especially crucial contributors to students' learning.

In essence principles and strategies and the necessary infrastructure in terms of well-equippedStudio must be put in place to ensure productive and successful partnerships in teacher preparation, especially in meeting the challenges of the 21st century.

In a knowledge driven economy pulled by globalization and continuous technological advancement, the term 21st century skills have brought global awareness each country's need to constantly update its workforce in preparation for the future. In response to the question "What are 21st Century skills?" the Partnerships for 21st Century Skills (2008) identify the following:

1. A blend of content knowledge, specific skills, expertise and literacy;
2. Critical thinking, problem solving, creativity, flexibility, effective communication and collaboration, self-directed learning as a base for core academic knowledge; and
3. Skills needed to make the best use of rapidly changing technologies and vital to working and living in an increasingly complex, rapidly changing global society.

These skills are captured in a model curriculum for inculcating and developing them by the Partnerships for 21st Century Skills (2009). According to the model, the 21st century curriculum should cover four broad areas, namely;

1. Life and career skills, focusing on the ability to navigate complex life and work environments. These include skills such as flexibility and adaptability to change, possessing initiative and self-direction, managing time and goals, being

able to work independently and yet still work effectively with others, respecting individual and cultural differences, demonstrating good leadership and being responsible to others.

2. Learning and innovation skills with a focus on creativity, critical thinking, innovative thinking, problem solving, communication and collaboration; information, media and technology skills,
3. Integration of 21st century themes within the academic content of core subjects. Such themes include global awareness; financial, economic, business and entrepreneurial literacy which cannot only be obtainable in the conventional classroom setting but through the business education studio, where the classroom theory is put into practical; and civic, health and environmental literacy.
4. Information and media technology skills with a focus on accessing information efficiently and effectively, evaluating, it critically and competently, and using the information accessed accurately and creatively to solve problems. It also involves understanding how and why media messages are constructed, creating one's own media products; and using technology as a tool for research, organization, evaluation and communication, and finally, managing, integrating, evaluating and creating information to successfully function in acknowledge economy (*P21 Framework Definitions, 2009*).

Since teachers are key personnel in realising the national goal of a knowledgeable society, essentially teachers need to be lifelong learners themselves in order to shoulder the heavy responsibilities entrusted to them and be capable of positively influencing the

students in their thoughts, behaviours and lifestyle (Kolo, 2009). Candy (2002) also recommended the emphasis on lifelong learning and information literacy in the context of teacher education programmes.

Lifelong learning, according to him, is described as:

*a continuously supportive process which stimulates and empowers individuals to acquire all the knowledge, values, skills and understanding they will require throughout their lifetimes and to apply them with confidence, creativity and enjoyment in all roles, circumstances and environments. (Candy, 2002).*

Simmons (2010) also noted that effective teaching in the 21st century requires more than a basic understanding of educational theory and classroom management. Teachers must also collaborate with other educators to learn how to implement new technology in the classroom, and how to prepare students to enter a global economy. Therefore, he is faced with the task of effective classroom management, making content relevant to students daily lives, developing critical thinking in her/his students, working with new and evolving technologies to create meaningful and effective lessons, giving students understanding and importance, having students work in teams in Model Office to ensure that all students receive an equal education regardless of what teacher they have, and finally staying current on new issues and developments in the field of teaching as well as content areas.

The National Institute of Education, Singapore developed a teacher education model for the 21st century tagged TE21 (2009), in which expected skills and knowledge of the 21st century teacher were discussed. This knowledge and the necessary skills require a serious overhaul of the education programmes in Nigeria. Furthermore, in a comparative

review of effective teacher education programmes in selected contexts, Darling-Hammond (2006) noted the following as strong areas:

1. a common, clear vision of good teaching that permeates all course work and clinical experiences, creating a coherent set of learning experiences;
2. well-defined standards of professional practice and performance that are used to guide and evaluate course work and clinical work;
3. a strong core curriculum taught in the context of practice and grounded in knowledge of child and adolescent development and learning, an understanding of social and cultural contexts, curriculum, assessment, and subject matter pedagogy;
4. extended clinical experiences—at least 30 weeks of supervised practicum and student teaching opportunities in each programme—that are carefully chosen to support the ideas presented in simultaneous, closely interwoven course work;
5. extensive use of case methods, teacher research, performance assessments, and portfolio evaluation that apply learning to real problems of practice;
6. explicit strategies to help students to confront their own deep-seated beliefs and assumptions about learning and students and to learn about the experiences of people different from themselves;
7. Strong relationships, common knowledge, and shared beliefs among school-and university-based faculty jointly engaged in transforming teaching, schooling, and teacher education (Darling-Hammond, 2006).

Based on the above, he therefore recommended that to develop and execute a 21st century focused teacher education programme, coherence and integration that establish links and relationships between courses are of importance. Also overriding this is an

extensive, well-supervised clinical experience which spans a full year of the academic programme, and supported by newly emerging pedagogies-such as close analyses of learning and teaching, case methods, performance assessments, and action research. Of emphasis is the use of case notes in teaching as stated by Darling-Hammond, 2006).

It is worth noting that many professions, including law, medicine, psychology, and business, help candidates bridge the gap between theory and practice-and develop skills of reflection and close analysis-by engaging them in the reading and writing of cases. Many highly successful teacher education programs require candidates to develop case studies on students, on aspects of schools and teaching, and on families or communities by observing, interviewing, examining student work, and analyzing data they have collected. Proponents argue that cases support both systematic learning from particular contexts as well as from more generalized theory about teaching and learning.

He concluded that “powerful teacher education programmes have a clinical curriculum as well as a didactic curriculum” (Darling-Hammond, 2006, p. 16), therefore requiring a major overhaul of the relationships between universities and schools.

## **2.7 Model Office and the Student**

According to Spring (2005), to differentiate the two term model office and Studio as a collaborative environment that brings together in cross-functional beam of business stakeholders processes and system. Then he further explained as the stimulated environment use to test business processes and industrial training system and satisfaction.

Spring (2005) defined studio as a facility that provide control condition in which science or technological research and measurement take place thus, studio to him is a room equip for scientific experimentation and research. According to Abdulsalam in Ojo (2000),

view that studio as encompasses with stocking of a room, with materials like mark-board, projector, laptop, computer systems, ICT facilities and other electronic gadgets, with the empirical in of facilitating teaching and learning processes. He opined that for effective teaching and learning in the classroom and especially in the business education unit and in Nigeria/ college of educations, it is imperative to use this equipment view to the number of student that have been admitted and for versatility in the field.

Magnus (1998), view that for any efficient learning to take place the learner need to interact with the materials. Thus, the interaction with such as the palm-top, laptop, mark-board, computer top, projector, etc make teaching learning process interesting and concrete. According to O'Banion, (2006), Model Offices all have meeting rooms designed to house meetings with job seekers. Group activities that take place in a model office can be of two kinds:

**A. Information meetings, or**

**B. Interactive training activities.**

Modeloffices will inform about a topic, e.g.

1. The local labour market
2. The recruitment need of a specific employer/enterprise
3. Work abroad
4. Requirements for setting up an own business
5. The unemployment insurance
6. The rights of disabled and ex-convicts for employment
7. Trainings for unemployed job seekers.

When organising a group information activity you should consider your audience, what kind of information they might want/need, how you present your message in a clear and understandable way and if you can support your information with any kind of printed information material.

**B. For interactive training activities** the number of participants should not exceed 20. This is because the participants are expected to be active and participating in order to learn something or acquire certain skills. Too many participants hamper personal involvement. Even if some lecturers are born trainers (;-), usually you need a training in how to organise and perform an interactive group activity. In such a staff training you can learn how to make a pedagogical presentation, how to activate the participants with questions or group work, how to handle difficult questions and difficult participants, and how to support your message with examples and material.

Training activities for job seekers can be e.g.

1. Job search training
2. How to run an interview with an employer
3. How to choose/find a new occupation.

Another important function of a model office is Vocational guidance. According to O'Brian (2006), many model offices have staff trained for giving vocational guidance. Vocational guidance is in many countries regarded as a specialist function, sometimes requiring a more advanced professional background than other teaching staff. But there are also many countries that do not recruit special staff for these positions but rather give on the job training to staff interested in this field.

Vocational guidance means to:

1. Inform persons about different professions and the route to reach those professions.
2. Support persons in making a choice taking into account their abilities and skills
3. Support persons who experience difficulties to enter or re-enter the labour market to adjust to new requirements

Vocational guidance is a right for students in the process of choosing a professional education. A model office should also provide vocational guidance for adult persons with the same needs: for those who by some reason need to orient themselves, or re-orient themselves, anew in the Labour Market. Professional vocational guidance requires from the staff: diagnostic skills, a good knowledge of the labour market and of the education and training possibilities, an emphatic attitude and often also knowledge about disabilities and other obstacles for entering the labour market.

In modern Employment services the IT system is an invaluable help to achieve quick and relevant matching. But the more we rely on the IT system, the more important it is that the information entered into the system is correct. Another thing that is required is to have a modern and appropriate occupational classification system. Whenever there are special requirements from the side of either the employer or the job seeker, the results from the IT-matching should be checked by experienced placement officers. It is requires knowledge about the labour market and skills in handling the IT system to make correct matching, using the appropriate criteria.

When the matching has selected possible vacancies for a job seeker model office should give the job seeker as much information as possible about the vacancy and the employer. From a job-seekers point of view it is important to know about the required

qualifications, which will be the tasks, the salary and the working conditions etc. They might also need to know where the working place is located and how to get there.

In many countries most of the job seekers find their new jobs with the help of Self service at the Employment Service offices. Estimations have been made saying that as many as 70% of all job seekers manage to find a job with the Self service facilities. Information about vacancies is displayed on billboards, in special magazines printed by PES (Public Employment Services) or – something that becomes increasingly important – on the website of the PES. PES ensures that the information is valid and that the enterprises are reliable and legal. PES can also provide additional information about how to understand different terms, how to compare qualifications etc. in order to help the job seekers.

### **2.7.1 Model Office and the Teacher**

Ugbede (2001) explained that there is no effective learning outside the teacher. A teacher is someone who acquired training to impact others for positive changes of behaviour. He stated that for a teacher to adequately impact his learner he/she must be adequately equip. Ugbede, use of model office is a progressive movement from the analogue to the digital impetus that has been in existence. He said that this will make work neater, reliable and faster.

Thus, teacher need to first familiarize themselves with such equipment before using them to teach their students. The accurate training in the colleges of education is to groom future or prospective teachers. Since there are no effective learners outside the good teacher, then we can deduct that the teacher is an anchor in the use of modern office equipment. In conjunction with the slaying of Abraham Lincoln in Oyedepo (2003), he said: “when you stop learning you start dying”.

Osborn (2002), opined that, when you stop learning you are old either at 20 years or at 80 years”. Thus, teachers keep themselves abreast in the life of this statement by acquitting themselves with the current digitalize materials in the model office for effective teaching and learning processes.

### **2.7.2 Link between Model Office and the World of Work**

The world of work is a multifaceted issue of enormous concern and relevance to learning. Globalization and new technologies are having a powerful and growing impact on all dimensions of the individuals and collective lives of women and men. There is increasing concern about the precariousness of employment and the rise of unemployment. In developing countries, the concern is not simply one of employment but also of ensuring secure livelihoods for all. The improvement needed in terms of production and distribution in industry, agriculture and services requires increased competencies, the development of new skills and the capacity to adapt productivity to the continuously changing demands of employment throughout working life. The right to work, the opportunity for employment and the responsibility to contribute, at all ages of life, to development and well-being of one’s society are issue to be addressed.

According to Agile (2007) no society or field can be better in output than it input. They opined that the world of work cannot be aiming better than a product; there must equally be efficiency and qualitative preparation and production of manpower. Sadiq(2002) view that the concept of model office Studio and the world of work, in relation to the computer initial language; “garbage in garbage out” the information he sent into computer is what the computer process for you to retrieve an outcome. He opined that for superlative

and reliable work in our society, the teacher must impact qualitatively work force or man power (student).

Therefore it is quite eminent that for a qualitative man power in the field of teaching an in business education unit in particular, the colleges of education have intangible roles to play. Thus teaching as a profession has a prominent role in bringing a dynamic turn around in every sphere of life. Many professors deal with object figure and quality, but teaching profession deal with the transformation of attitude for a better and positive human behaviour.

Oyibo (2006), posits that functionality examine the rate of model office studio and the world of work. To him, the advancement in technology is far a better and reliable society. He express his opinion by looking at the difference in intelligent among students in urban area and those in rural area; he said, those in urban area are mostly versatile than those in the rural areas because of their interaction in their environment. Oyibo concluded by saying, if we must expect a better turn out in a world of work especially in the teaching profession, and then we must engage the use of model office Studio and equipment.

Oyibo submitted that the developed countries enjoy good working environment because the manpower are channelled towards individual specialty and each contribute their quarter immensely to the development of their country. He gives example of China, Russia, Japan, USA, UK, Germany etc. he said the advancement in technology is the advantage of any society if we must really harness and utilize it.

## **2.8 Model Office and Business Education Student**

Sonia (2004), analyzed categorically that model office has great power to affect, control and manipulate. It has ability to change the development of fluctuating conduct or

thought of a student of business studies. Sonia asserted that the use of model office concretizes learning and skill of the students, it also arouse the interest of student in the studies in business education.

Obia (2005), claimed that nothing draw the attention and influence of student like interactive approach to learning through empirical means; thus, he view that the model office Studio approach with a reliable and keen interest in teaching and learning of business education.

Idachaba (2002), affirm that a good preparation of business education students will make them relevant in the world of work. In his survey on employability skills among FCE graduates student of selected colleges of education comprising of Kogi, Niger, Abuja, Benue and Plateau, the questionnaire title employability of business education NCE graduates was used in eliciting review of respondent and large number of the respondent claimed that there are employment proficiency for them.

Idachaba concluded that, there is therefore employment opportunity for business education student after school view to the rigorous training through familiarizing and interactive session with the model office Studio equipment which means versatile and proficient in their job area.

Anyacho (1984) in Idachaba (2000), discussed about social diffusion, he said the idea of model office Studio is to modernize, translate, or alter the analogue office equipment to the digital to facilitate advancement in teaching process.

## **2.9 Empirical Studies**

Some empirical studies were also reviewed which include the followings: Adedijo (2000) conducted a study titled “Availability and Utilization of Instructional Materials in

Business Subjects in Colleges of education, Oyo and Osun States”. Four research questions and four Null-hypotheses were raised to guide this study. A total of 265 students as well as teachers were used as the sample for the collection of the data for the study. A survey research method was adopted for the study in which the questionnaire was used as the instrument for data collection. The t-test was used for analysis of data. From the data gathered and analysed, it revealed that the instructional materials were inadequate and not good for teaching of Business Studies Subjects. The study recommended that adequate instructional materials which are up to date should be provided to secondary schools in the FCT.

The literature reviewed was adequate as well as articulated. The study did not, however, assert the effectiveness of materials on the teaching of Business subjects in the area of study. From the literature reviewed, it will add to the present researcher work in terms of materials used by the researcher.

Ile (2001) investigated on the adequacy of instructional facilities and equipment for business education programme in Colleges of Education in the eastern states of Nigeria. The objective of this study was to examine the available instructional facilities and equipments in business education department in Colleges of Education in the eastern states of Nigeria relative to the National Commission for Colleges of Education (NCCE) specifications. Questionnaire was the instrument used for the data collection. Two research question and one hypothesis were raised for the study. The population of the study made up of 447 business lecturers and 57 programme administrators. The population sample was made up of 133 business education lecturers and 19 programme administrators. The null hypotheses were tested at 0.05 level of significance. The result obtained from the study

showed that the instructional facilities and equipments provided for the business education programme in colleges of education in the Eastern State of Nigeria did not meet the ideal standard relative to the NCCE stipulations. This study is related to this study because both focused on the assessment of availability of instructional facilities and equipment of business education programme.

Chukwumezie (2001) conducted a study on evaluating facilities for secretariat and business studies programme in institutions aimed to determine the availability of instructional facilities for teaching secretariat and business studies in higher institution. Questionnaire was the instrument use for the data collection. Four research questions and four null hypotheses were generated for the study. The population of the respondents made up of 18 secretarial lecturers which mean that no sample was drawn for the study. In this regards, the current study is on influence of Model Office and Studioon skill acquisition of Business Education students, while the past was on secretarial and business studies.

Mamman (2009) carried out a study on Teacher's assessment of constraints to the Teaching of Business Education in Colleges of Education in North Central Zone of Nigeria. Four objectives, four research questions as well as four null-hypotheses were raised. The delimitations of the study as well as definition of terms were well stated. The study has a very rich review of related literature which this present study will benefit from it very immensely. A survey design was adopted by this study using 250 teachers in 13 colleges of education. The questionnaire was the main instrument for gathering the necessary data which was analysed using chi-square statistical tool. The data analysed revealed that lack of model office, well equipped Studio, textbooks, departmental libraries and insufficient academic and non-academic staff were the major constraints in

implementing an effective Business Education programme in colleges of education in the North Central Zone of Nigeria. The study further recommended that viable organizations as well as government at all levels should assist in the provision of various materials and human resources to colleges of education in the zone for effective implementation of Business Education programme.

Despite the positives of the study, the study did not include the curriculum planners and National Commission for Colleges of Education in its recommendations for ways of ameliorating the existing problem plaguing the teaching of Business Education programme. Also the study decided to include the limitations of the study in chapter one which normally could have been located in chapter five. The study made use of the total population and as such there was no need for sampling technique for the study.

Another study was carried out by Umunadi (2011) titled Provision of Equipment and Facilities in Vocational and Technical Education for Improving carrying Capacity of Nigeria's Tertiary Institution. The study looked at the provision of equipment and facilities in vocational and technical education for improving carrying capacity of Nigeria's tertiary institution. The study had well stated objectives, research questions and null-hypotheses as well delimited of the study and the definition of terms were well stated. The literature was reviewed to address these issues following the sub-headings: concepts of vocational and technical education; objectives of vocational and technical education; problems of vocational and technical education; funding vocational and technical education and the implications for carrying capacity in tertiary institution; effort made towards providing adequate vocational and technical education equipment for effective teaching of the subjects. Vocational and technical education equipment and facilities provision for carrying

education equipment and facilities provision for carry capacity in tertiary institution; challenges of vocational and technical education programmes for carrying capacity in tertiary institution; challenges of vocational and technical institution.

The study adopted a survey design with questionnaire items which reflected the core investigative components of the study. The total population for the study consisted of 1500 lecturers vocational and Technical Education of higher institutions in Nigeria and a sample of 300 were drawn from there using random sampling technique. The study used percentages and tables in analyzing the bio-data and t-test was used in testing the null hypotheses raised in chapter one. Recommendations were made and the study was concluded with the following points that government should provide workshops, classrooms, equipment and necessary facilities in tertiary institution to improve the carrying capacity for effective teaching and learning. The study relate to the present study as both are focusing on the provision of equipment and facilities in business education programme related empirical studies were also reviewed. Procedures for data collection and data analysis including their findings was presented to show the relationship between them and the present study. For the above review, there is a clear evidence that gap exist in the area of influence of model office and Studio on skills acquisition of business education students in colleges of education in north-central, Nigeria. From the literature review so far, there is little or no work on the influence of model office and Studio on skills acquisition of business education students in colleges of education in north-central zone, Nigeria. This researcher has observed this gap and is hereby proposing a study in the influence of model office and Studio on skill acquisition of business education students in order to address the gap.

Akinfolarin, Ajayi, and Oloruntegbe (2012) conducted a study titled “An Appraisal of Resource Utilization in Vocational and Technical Education in Selected Colleges of Education in Southwest Nigeria”. The study dealt with required resources in Vocational Technical Education, its availability and adequacy. The major resources which were identified and researched into are utilisation of space and physical resources in Vocational and Technical Education in selected Collages of Education in South West Nigeria. Descriptive research of the survey type was used with 1,040 subjects. The subjects were selected using stratified, purposive and simple random sampling techniques. Questionnaire and inventory were the instruments used for this study. Findings of the study include resources such as shorthand studio; model office facilities and audio-visual room equipment were not provided. The study went further to conclude that non-availability of some of these resources could be attributed to lack of fund or the priority attention of the management staff towards the department or the school concerned. The study recommended that resources such as shorthand studio, photocopiers, overhead projectors and guillotine machines should be made available to the schools of vocational and technical education in the Colleges of Education.

This study is of relevance to the present study in that it investigated the availability of resources in vocational and technical education business education inclusive. Some literatures were very relevant to the present study as well as the methodology adopted in collecting the necessary data for the study. This present study intends to adopt some aspects of the methodology since it is also using questionnaire to elicit responses from the respondents.

## **2.10 Summary of Literature Review**

The review has looked into the theoretical framework which has informed this study, as well as reviewed what Model Office is, the role of Business Education Studio in effective teaching of business education at the NCE Level. Also the review looked into the imperatives of Model Office in building skills for the 21st century as well as the need for the equipment in Model Office. The review also looked into six empirical studies which other researchers have carried out.

From the review so far carried out it was very evident that many studies have not been carried out in this area of business education. That is, on influence model office and studio on skills acquisition of business education in colleges of education. Business Education is meant to train people in skills which are necessary for proper functioning in the society and in the place of work. The business education studio provides that ideal environment, which studies so far reviewed, this research has observed this gap and hereby proposing on influence of model office and Studio on skills acquisition of business education students in colleges of education in north central Nigeria, and this created a gap which this study has covered.

## CHAPTER THREE

### RESEARCH METHODOLOGY

This chapter outlines the method and procedures to be used in conducting the study.

These include:

- 3.1 Research Design
- 3.2 Population for the Study
- 3.3 Sample size and Sampling Procedure
- 3.4 Instrument for Data Collection
  - 3.4.1 Validity of the Instrument
  - 3.4.2 Reliability of the Instrument
  - 3.4.3 Pilot study
- 3.5 Procedure for Data Collection
- 3.6 Procedure for Data Analysis

#### **3.1 Research Design**

A descriptive survey research design was adopted for this study. This is because the purpose of the study is to examine how the Model Office influences the skill acquisition of business education students in Colleges of Education in North – Central Geo – Political zone, Nigeria. Olayiwola (2010) writes that if the purpose of an investigation is to describe the degree of relationship which exists between variables, the correlation approach is the appropriate one to use for this study.

The variables to assess are Model Office and Studio and how they are effective on delivery of NCE Business Education students in North Central States of Nigeria. The choice of these variables was based on the assumption that Model Office have an effect on

the delivery of NCE Business Education in Colleges of Education in the North Central, Nigeria.

### 3.2 Population of the Study

The population of this study consist of one hundred and ninety (190) of NCE II students and thirty seven (37) lecturers. A total of 227 respondents in the business education department of selected colleges of education in the North-central, Nigeria. The population of the study is represented in Table 3.1.

**Table 3.1 Population of the Study**

S/N	Institution	NCE II	No. of Lecturers	Total Students & Lecturers
1	Federal Capital Territory College of Education, Zuba-Abuja	50	14	64
2	College of Education, Minna	100	11	111
3.	College of Education, Ankpa	40	12	52
	<b>Total</b>	<b>190</b>	<b>37</b>	<b>227</b>

*Source: Students Registration Record 2012/2013 Academic Session*

### 3.3 Sample size and Sampling Procedure

The sample size for the study was drawn from the population of 227. Random sampling method was adopted to draw sample as recommended by Odekunle (2005) who suggested that in every population, for descriptive study 10% is enough to establish the existence or non-existence of a relationship, therefore the sample size of the study shall be 56 subjects.

In order to allow every member of the population to have equal opportunity of being selected as held by Adetoro (1986), a multi-stage sampling technique were used to select the respondents. The procedure to use in determining who will participate in the exercise from the population was drawn from hats technique for participating schools using proportional sampling to select the sample. The researcher fold papers written on some, ‘YES’ according to the proportion of each school and on others ‘NO’. All those who picked the ‘YES’ responses were given questionnaire to answer and those who picked ‘NO’ responses were rejected. However, all the staff of Business Education Department in the participating school was used for the study. Ojobo (2008) posited that in a situation where the population is so complex the researcher needs more than one sampling technique to select his sample which is the principle of multi-stage sampling. The breakdown of the sample at a glance is presented in Table 3.2.

**Table 3.2: Sample Size of the Study**

<b>S/N</b>	<b>Institution</b>	<b>NCE II</b>	<b>No. of Lecturers</b>	<b>Total Students &amp; Lecturers</b>
1	College of Education, Minna	10	11	21
2	Federal Capital Territory College of Education Zuba Abuja	5	14	19
3.	College of Education, Ankpa	4	12	16
<b>Total</b>		<b>19</b>	<b>37</b>	<b>56</b>

### **3.4 Instrument for Data Collection**

This study used structured questionnaire for data collection. The items generated to address each of the research questions accordingly. The questionnaire consisted of five (5) sections A, B, C, D and E.

**Section A:** This section addressed the personal data of the respondents for the study. It consists of three (3) items to be completed by the lecturers and three (3) items to be completed by the students.

**Section B:** Questionnaire items in this section are structured to illicit response from the students on facilities found in word processing Studio influence the skill acquisition of business education students. This section contains six (6) items numbered 1 to 6 which is directly related to research question one of this study.

**Section C:** This section gathered information on equipment found in the model office Studio and word processing Studio influence skill acquisition of business education students

**Section D:** This section is designed to obtain information students' on skill acquisition influence business education students

**Section E:** This section is structured to collect information on model office Studio and word processing Studioconstitutes hindrances to skill acquisition.

The items in section B-E was scored on a 4 point of summated scale in the following order:

Very High Extent	=	4
High Extent	=	3
Low Extent	=	2
Very Low Extent	=	1

For research item F it was scored on a 4 point of summated scale in the following order:

Strongly Agree (SA)	=	4
Agree(A)	=	3
Disagree (D)	=	2
Strongly Disagree	=	1

### **3.4.1 Validity of the Instrument**

In order to test the content and face validity of the instrument, the draft copies of the questionnaire were submitted to two Senior Lecturers and above in the Department of Vocational and Technical Education and the supervisors to go through and make their inputs, they were at the rank of senior lecturers. This was to ensure that the instrument was relevant.

### **3.4.2 Pilot Study**

In order to have a mini-trial test of the instrument, a pilot study was conducted at Federal College of Education (FCE) Katsina. This is because the respondents at FCE Katsina possessed similar characteristics but are outside the study area. Olaofe (2010) argued that pilot tests are conducted with a small sample size of four to five respondents similar but not the same as the ones that will be used in the study proper. The result from the pilot study is as shown in 3.4.3.

The data to be collected from the study is subjected to a test of reliability using the statistical package for the social science (SPSS). This was done to test for the internal consistencies of the instrument. A Cronbach Alpha will be used as benchmark. However, it is good to note that a reliability coefficient is considered reliable if its coefficient lies between 0.5 and + 1 and the more reliability the closer it is to minus 0.5 (Spiegel, 1980). Thus, the reliability of the instruments for this study was considered appropriate when the coefficient lies between 0.5 and +1.

### **3.4.3 Reliability of the Instrument**

Test-re-test method was used to determine the reliability of the instrument before administering to respondents. Ten (10) respondents (five students and five lecturers) were

used. The coefficient of the internal consistency was found to be significant at 0.78. Afolabi (1998), held that a coefficient of 0.70 to 0.85 for any pilot study conducted is significant enough to the reliability of the instrument for gathering data.

### **3.5 Procedure for Data Collection**

The researcher visited the colleges personally with a letter of introduction from the Department of Vocational and Business Education and administered the fifty six copies of the approved questionnaire at their respective with the use of research assistant from each of the College visited. After been responded to, the researcher was assessing the returned questionnaire in order to determine those that were usable for the study. The whole exercise was last for three weeks that is one week in each institution.

### **3.6 Procedure for Data Analysis**

The data collected were scored on a 4-point scale as 4 for strongly agree, 3 for agree, 2 for disagree and 1 for strongly disagree. The questionnaire was analyzed using mean, standard deviation and t-test statistics. The mean and standard deviation were used to answer all the research questions. Mean of 2.50 and above was regarded as “Agree” while any mean from 0.00-2.49 was considered as “Disagree”. However to ease this statistical analysis, all the Strongly Agree and Agree were grouped as “Agree” while all the Disagree and Strongly Disagree were classified as “Disagree”.

The t-test was used to test the four (4) null hypotheses to determine their acceptance or rejection. The decision to either accept or reject any null hypothesis depends on the calculated t-value and the t-critical value. Therefore, if the value of t-calculated is greater than the critical value at 0.05 alpha level of significance, the null hypothesis is rejected, and

if  $t$ -calculated is less than  $t$ -critical value at 0.05 alpha level of significance, the null hypothesis is accepted.

## CHAPTER FOUR

### PRESENTATION AND ANALYSIS OF DATA

In this chapter, the researcher presents and as well as analyzes the data collected from the field of study. The findings of this study were analyzed under the following sub-headings:

1. Demographic Data
2. Answering to Research Questions
3. Testing the Null Hypotheses
4. Summary of Major Findings
5. Discussion of Major Findings

#### 4.1 Analysis of Demographic Data

For this section, Bio data information about the respondents are presented in tables 4.1. – 4.5 and analyzed.

**Table 4.1: Distribution of Respondents by Gender**

<b>Gender</b>	<b>No.</b>	<b>Percentage</b>
Male	46	82
Female	10	18
Total	56	100

Source: *Field survey 2015*

Table 4.1: showed that 46 of the respondents represented were male representing 82% while 10 respondents representing 18 were female which means that majority of the respondents were male.

**Table 4.2: Age Distribution of Students**

Year	Frequency	Percentage
10 – 15	Nil	Nil
16 – 20	50	70
21 and above	6	30
Total	56	100

Source:-*Field survey 2015*

Table 4.2: showed that 50 students representing 70% were within the age bracket of 16 – 20 years old, while 6 students representing 30% had their ages between 21 and above.

## **4.2 Analysis of Research Questions**

### **Research question 1**

1. To what extent do facilities found in word processing studio influence the skill acquisition level of business education students in colleges of education in North-Central geo-political zone, Nigeria?

This question was answered using questionnaire items 1 – 5 as shown in Table 4.3.

**Table 4.3: Mean Responses to Research Question 1**

S/N		Mean	SD	Decision
1.	The model office studio in the college is well stocked with modern equipment and facilities to enable students carry out their practicals.	2.45	0.13	Disagree
2.	The Model Office Studio are stocked with only out-dated place facilities which deter Students from making use of it.	2.82	0.93	Agree
3.	There are no facilities in the model office Studio to enhance skill acquisition in the college.	1.96	0.98	Disagree
4.	The model office studio has no enough facilities to cover the population of the students.	1.72	0.91	Disagree
5.	The existing facilities in the model office studio are obsolete to enhance the student's academic performances in College of Education	2.06	0.98	Disagree

Source:-*Field survey 2015*

In questionnaire items 1, the mean for 56 respondents was 2.45. The standard deviation for the respondents was 0.13. The mean were below average of 2.50. The mean variables disagree that model office studio in the college is well stocked with modern equipment and facilities to enable students carry out their practical's. From questionnaire item 2, the mean for 56 respondents was 2.82. The standard deviation for the respondents was 0.93. The mean were above average mean score of 2.50 which showed that model office Studio are stocked with only out-dated place facilities which deter Students from making use of it. From questionnaire item 3, mean scores for the respondents were 1.96. The standard deviation was 0.98. The mean for the respondents was below average mean of 2.50 which showed that there are no facilities in the model office studio to enhance skill acquisition in the college. The mean score for questionnaire item 4, the respondents mean

were 1.72. The standard deviation was 0.91, the mean for respondents were below average of 2.50 which showed that model office studio has no enough facilities to cover the population of the students. The mean for questionnaire item 5, for the respondents were 2.06 and the standard deviation was 0.98. The mean for the respondents were below average of 2.50 which showed existing facilities in the model office Studio is obsolete to enhance the student's.

### **Research question 2**

To what extent is the influence of the facilities found in the model office Studio can influence the skill acquisition level of business education students in North Central geo political zone, Nigeria?

This question was answered using questionnaire items 1 – 8 as shown in Table 4.4.

**Table 4.4: Mean Responses to Research Question 2**

S/N	2.	Mean	SD	Decision
1.	The equipment in the studio are appropriate for use in teaching of Business education courses in your college thus enhancing effective delivery of NCE Business Education in the college.	1.26	0.78	Disagree
2.	The Equipment is appropriate to students' ratio during Business Education classes.	1.72	0.91	Disagree
3.	The equipment is very inappropriate for the students causing some of them to lose concentration during the practical.	2.03	1.01	Disagree
4.	Equipment is an important factor in determining effectiveness of teaching of Business Education courses to improve students' academic performance in colleges of education.	1.68	0.88	Disagree
5.	Availability of equipment is a determining factor in the appropriate teaching of Business Education courses in colleges of education to enhance students' academic performance thus creating a very important role in teaching Business Education at the NCE Level.	1.94	0.87	Disagree
6.	Model Office Studio creates an avenue where students' practical's the skills which are necessary for future applications in places of work in Colleges of Education.	1.36	0.83	Disagree
7.	Model Office Studio bridges the gap between the theory and practical's thus making students to be all-rounder's to their academic performance in Colleges of Education.	1.40	0.76	Disagree
8.	Model Office Studio makes students to be creative thinkers of how to apply the acquired skills studied in the classroom for their academic performance in College of Education.	1.32	0.69	Disagree

Source: *Field survey 2015.*

The mean for questionnaire item 1, for the respondents was 1.26 and the standard deviation was 0.78. The responses were below average mean score of 2.50 which showed

that equipment in the studio are appropriate for use in teaching of Business education courses in your college thus enhancing effective delivery of NCE Business Education in the college.

In questionnaire item 2, mean for respondents was 1.72 and the standard deviation was 0.91. The respondents mean were below average mean of 2.50 which showed Equipment is appropriate to students' ratio during Business Education classes.

In questionnaire item 3, respondents mean was 2.03 and standard deviation was 1.01. The mean scores for the respondents were below average mean of 2.50 which showed that equipment is very inappropriate for the students causing some of them to lose concentration during the practical.

In questionnaire item 4, respondents mean was 1.68 and standard deviation was 0.88. The responses were below average mean of 2.50 which disagree that Equipment is an important factor in determining effectiveness of teaching of Business Education courses to improve students' academic performance in colleges of education.

The respondents mean for questionnaire item 5, was 1.94 with standard deviation 0.87. The responses were below average mean of 2.50 which disagree that Availability of equipment is a determining factor in the appropriate teaching of Business Education courses in colleges of education to enhance students' academic performance thus creating a very important role in teaching Business Education at the NCE Level.

In questionnaire item 6, respondents mean was 1.36 and the standard deviation was 0.83. Respondents mean scores were below average of 2.50 which showed that students' from rich background are advised not to take commerce and financial accounting.

In questionnaire item 7, students' mean was 1.40 and standard deviation was 0.76. Students' mean were below average mean scores of 2.50 which disagree that Model Office Studio creates an avenue where students' practical's the skills which are necessary for future applications in places of work in Colleges of Education.

In questionnaire item 8, respondents mean was 1.32 with standard deviation was 0.69. Respondents mean were below average mean scores of 2.50 which showed that Model Office Studio makes students to be creative thinkers of how to apply the acquired skills studied in the classroom for their academic performance in College of Education.

### Research Question 3

To what extent do the audio-visual materials in the model office of COE in North geo-political zone influence their business education student's level of audio-visual skill acquisition?

This question was answered using questionnaire items 1-5 as shown in Table 4.5

**Table 4.5: Mean Responses to Research Question 3**

3		Mean	S/D	Decision
S/N				
1.	The existing Model Office Studio are in good shape for students' usage	2.51	0.80	Agree
2.	The school authorities are just trying to put up a studio for Business education Practical's in the college.	2.52	0.85	Agree
3.	The Model Office Studio are dilapidated and not good for students' practical.	3.06	0.78	Agree
4.	There are no Model Office Studio in the college for Business Education Practical.	3.30	0.61	Agree
5.	The existing Model Office Studio are not in good shape for students' usage for Practical.	3.08	0.80	Agree

Source:-*Field survey 2015*

In questionnaire items 1, respondents mean was 2.51 and standard deviation was 0.80. The mean scores were above average mean of 2.50 which showed that existing Model Office Studio are in good shape for students' usage.

In questionnaire item 2, respondents mean was 2.52 and standard deviation was 0.85. The mean scores were above average mean of 2.50 which showed that school authorities are just trying to put up a studio for Business education Practical's in the college.

In questionnaire item 3, respondents mean was 3.06 and the standard deviation was 0.78. The mean scores were above average mean of 2.50 which showed that Model Office Studio are dilapidated and not good for students' practical.

The mean for questionnaire item 4, respondents mean was 3.30 and standard deviation was 0.61. The mean were above average mean scores of 2.50 which showed that there are no Model Office Studio in the college for Business Education Practical.

In questionnaire item 5, respondents mean was 3.08 while the standard deviation was 0.80. The mean scores for the respondents were above average mean of 2.50 which showed that existing Model Office Studio are not in good shape for students' usage for Practical.

#### **Research Question 4**

What are the factors which trend to influence business education student's inability to acquire the skill of relevant instructional materials found in their model office studio in colleges of education in North Central geo-political zone, Nigeria?

This question was answered using questionnaire items 1 – 5 as shown in Table 4.6.

#### **Table 4.6: Mean Responses to Research Question 4.**

S/N	4.	Mean	S/D	Decision
1.	Model office Studio lack modern studio material.	1.48	0.76	Disagree
2.	Model office Studio are not well equipped for effective delivery of the NCE business education programme.	2.77	0.63	Agree
3.	Model office Studio in some colleges of education are not existing and even were they exist they are not properly functioning.	3.23	0.68	Agree
4.	Model education students in college of education are not making use of model office studio for the academic activities.	1.25	0.73	Disagree
5.	Only secretariat education students make proper use of model office Studio than account education students	1.42	0.82	Disagree

Source: *-Field survey 2015*

The mean for questionnaire items 1, respondents mean were 1.48 and standard deviation was 0.76. The mean were below average of 2.50 which disagree that model office Studio lack modern studio material.

The mean for questionnaire item 2, respondents mean were 2.77 and standard deviation was 0.63. The mean were above average of 2.50 which showed agreed that model office Studio are not well equipped for effective delivery of the NCE business education programme.

The mean for questionnaire item 3, respondents mean were 3.23 and standard deviation was 0.68. The mean for the respondents was above average mean of 2.50 which showed that model office Studio in some colleges of education are not existing and even were they exist they are not properly functioning.

The mean for questionnaire item 4, respondents mean were 1.25 and the standard deviation was 0.73. The mean were below average mean of 2.50 which showed

disagreement that model education students in college of education are not making use of model office studio for the academic activities.

The mean of for questionnaire item 5, students' mean was 1.42 and standard deviation for students' was 0.82. The mean scores for students' were below average of 2.50 which showed disagree that students' enjoy learning with relevant instructional materials.

### 4.3 Test of Null Hypotheses

The four hypotheses formulated for this study were tested using Tables 4.7 to 4.10 as follows.

#### 4.3.1 Analysis of Null Hypotheses 1

There is no significant influence on the facilities found in word processing studio on skill acquisition of male and female business education students in colleges of education in North Central geo-political zone, Nigeria.

To test this hypothesis t-test was used. The results obtained were as presented in Table 4.7

**Table 4.7: t-test for influence on the facilities found in word processing studio on skill acquisition of male and female business education students in Colleges of education responses**

Variable	Mean	S/D	t-Cal	t-Crit	DF	Sig( 2- tail)P
facilities found in model office Studio	2.14	0.64				
skill acquisition	2.16	0.51	0.24	0.20	54	0.0260.000

Correlation is significance at 0.05 level

Source:-*Field Study 2015*

Data presented in Table 4.7 showed mean for facilities found in model office Studio 2.14 and for skill acquisition was 2.16, Standard deviation was 0.64 and 0.51 respectively. The calculated value was 0.24, degree of freedom 54, critical value 0.20 and level of

significant 0.026 at alpha value of 0.05. The analysis of table 4.7 reveals that calculated value of 0.24 is insignificant at 0.05 level of tolerance. This is because the calculated value of 0.24 is greater than the critical value which is 0.20 at degree of freedom of 54.

The finding of this study shows that there is effect of facilities found in model office and their influence on the skill acquisition of Business education students in Colleges of education in the North Central Geo-political Zone of Nigeria. With this result, the hypothesis which states that there is no significant influence in the responses on existing facilities found in model office Studio does not have any significant influence on acquisition of Business Education students in Colleges of Education in the North Central Geo-political Zone of Nigeria is rejected.

#### 4.3.2 Analysis of Null Hypothesis 2

There is no significant influence of equipment found in the model office Studio on the skill acquisition level of male and female of business education students in colleges of education in North-Central zone, Nigeria.

To test this hypothesis t-test statistical method was used. The results were as presented in table 4.8.

**Table 4.8: t-test for influence of equipment found in the model office Studio on the skill acquisition level of male and female of business education students in colleges of education in North-Central zone, Nigeria.**

Variable	Mean	SD	t-Cal	t-Crit	DF	Sig(2-tail)P
equipment found in model office	2.38	0.70				

Studio			0.23	0.20	54	0.360.005
skill acquisition	2.16	0.63				

Correlation is significance at 0.05 level

Source:-*Field Study 2015*

The result in table 4.8 showed that equipment found by model office up-to-up 2.38, for skill acquisition 2.16, standard deviation were 0.70 and 0.63 respectively. The Calculated value was 0.23, degree of freedom 54, Table value was 0.20 and level of significant 0.36 at alpha value of 0.05.

The result in table 4.8 showed that calculated value of 0.23 was found to be significant at 0.36 at level of alpha value 0.05. This is because the calculated value of 0.23 is greater than the critical value which is 0.20 at degree of freedom of 54. In this study, since the calculated value is higher than the critical value, there is significant influence in skill acquisition on business education NCE student in Colleges of Education in the North Central Geo-political Zone of Nigeria. The null hypothesis which states that there is no significant influence in skill acquisition on business education NCE student in Colleges of Education in the North Central Geo-political Zone of Nigeria is therefore rejected.

### 4.3.3 Analysis of Null Hypothesis 3

There is no significant influence of model office on skill acquisition level of business education students in colleges of education in north-central zone, Nigeria.

To test this hypothesis a statistical method was used. The results were presented in Table 4.9.

**Table 4.9: t-test for influence of model office on skill acquisition level of business education student's response.**

Variables	Mean	SD	t-Cal	t-Crit	DF	Sig (2-tail)	p
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model office Studio	2.19	0.70					
skill acquisition	2.16	0.51	0.46	0.20	54	0.036	0.005

Correlation is significance at 0.05 level

Source:-*Field Study 2015*

The result in table 4.9 showed that mean for model office Studio influence was 2.19 and for skill acquisition was 2.16 with standard deviation 0.70 and 0.51 respectively. The t-calculated value was 0.46, degree of freedom 54, table value 0.20 and level of significant 0.036 at alpha value of 0.05.

From table 4.9 it can be inferred that the calculated value 0.46 is less than critical value 0.20 at 54 degree of freedom. This result indicated insignificant influence in the existing facilities in model office has an influence on the skill acquisition of business education. The null hypothesis which states that, there is no significant influence in responses of the existing facilities in model office has an influence on the skill acquisition of business education is therefore accepted.

#### **4.3.4 Analysis of Null Hypothesis 4**

There is no significant differences in factors which influence business education student's inability to acquire the skill of relevant instructional materials found in their model office in colleges of education in North Central geo-political zone, Nigeria.

To test this hypothesis t-test statistical method was used. The results were as presented in Table 4.10.

**Table 4.10 t-test for factors which influence business education student’s inability to acquire the skill of relevant instructional materials found in their model office studio**

Variables	Mean	SD	t-Cal	t-Crit	DF	Sig(2-tail)P
problems of model office Studio	2.43	0.66				
skill acquisition	2.16	0.64	0.29	0.20	54	0.020.002

Correlation is significance at 0.05 level

Source:-*Field Study 2015*

The result in table 4.10 showed that mean for influence of problems of model office Studio was 2.43 and for skill acquisition 2.16, standard deviation was 0.66 and 0.64 respectively. The Calculated value was 0.29. Degree of freedom 54, table value 0.20 and level of significant 0.02 at alpha level of 0.05. Table 4.10 indicates that the calculated value is 0.29 which were greater than the critical value of 0.20 give 54 degree of freedom. The influence is significant at 0.05 level of tolerance. This implies that problems of model office Studio on skill acquisition of NCE business education students in Colleges of education in the North Central Geo-political Zone of Nigeria. Based on this result, the null hypothesis is rejected.

#### **4.4 Summary of Major Findings**

The study establishes that;

1. existing facilities found in model office is obsolete had significantly negative influence on the skills acquisition of Business education students in Colleges of Education in North Central Nigeria (P = 0.000).

2. equipment found in model office not-up-to-date had significantly influence on the skills acquisition of Business education students in Colleges of Education in North Central Nigeria ( $P = 0.005$ ).
3. model office are not in good shape for students usage for practical had significantly positive influence on the Business education students in Colleges of Education in North Central Nigeria ( $P = 0.005$ ).
4. problems of Business education had significantly influence on the skills acquisition of Business education students in Colleges of Education in North Central Nigeria ( $P = 0.002$ ).

#### **4.5 Discussion of Findings**

Based on the data analysed on research Question 1-4 using Mean, Standard Deviation and Null Hypotheses 1-4 tested using t-test. The followings are discussion of findings;

Based on the analysis on research question one in Tables 4.3 showed that the Facilities found in word processing Studio have an influence on the skill acquisition by Business education students in Colleges of education in the North Central Geo-political Zone of Nigeria. This is in line with the findings of Obia (2005), Sonia (2004) who stated that model office laboratory has great power to affect, control and manipulate. Nothing draws the attention of students like interactive approach to learning through empirical means, thus he concluded that model office laboratories approach has a reliable and keen interest in teaching and learning of business education courses.

This implies those Colleges of education in the North Central Geo-political Zone of Nigeria disagree with the facilities found in model office and Studio in these colleges. This

is in line with the null hypothesis one tested in table 4.3.1 which showed that there is positive correlation between effect of facilities found in model office and their influence on the skill acquisition of Business education students in Colleges of education in the North Central Geo-political Zone, Nigeria ( $P=0.000$ ). This means that the null hypothesis is rejected and the alternative upheld. That is, there is significance influence in facilities found in model office and their influence on the skill acquisition of Business education students in Colleges of education in the North Central Geo-political Zone, Nigeria. This means that the respondents disagree with the facilities found in model office Studio and their influence on the skill acquisition of Business education students. The negative influence in facilities found in model office Studio and their influence on the skill acquisition of Business education students participating in the Model Office are the students who are working in simulated office which is well equipped with the latest gadgets and lecturers who are to supervise the students and make sure that they make maximum utilization of the facilities found in the model office (Craig and Jaskiel, 2013).

The major finding of research question two showed that Equipment found in model office were not up-to-date to influence any skill acquisition in business education NCE students by an aggregate mean scores of 1.56 which fall under the categories of disagree. This is in line with the findings of Ile (2001), who carried out a study on adequacy of instructional equipment for business education programmes in colleges of education in the eastern part of Nigeria. The findings of the study revealed that instructional facilities and equipment provided for business education programme in colleges of education in the north central, Nigeria did not meet the standard as they were outdated and inadequate for effective delivery of business education programme.

This implies that respondents in these colleges disagree with the influence on equipment found in model office Studio up-to-date to influence skill acquisition in business education NCE students. This is in line with the null hypothesis two in table 4.5 which showed that there is positive correlation between the equipment found in model office Studio up-to-date to influence skill acquisition in business education NCE students in Colleges of Education influence on skill acquisition in business education ( $P=0.005$ ). This means that the null hypothesis is rejected and the alternative is upheld. That is, there is significance influence between the equipment found in model office Studio up-to-date to influence skill acquisition in business education NCE students in these Colleges of Education in the North- Central Zone, Nigeria. This means that the respondents disagree with equipment found in model office Studio up-to-date to influence skill acquisition in business education NCE students in these Colleges of Education under study. The equipment found in model office Studio up-to-date negative influence may be as a result of lack of awareness about the importance of model office Studio among others. In order to buttress this, according to Ngoka (1995), Business Studio is a service area providing for the use and distribution of information to students and teachers in multimedia forms to facilitate the teaching and learning process.

The major finding of research question three showed that the existing model office Studio have an influence on the skill acquisition in effective delivery of business education students in Colleges of Education in the North Central Geo-political Zone of Nigeria, as indicated by aggregate meanscores of 2.89 which fall under the categories of agree.

The finding of this study is in line with the findings of Magnus (1998) model offices and laboratories provide efficient learning since there is interaction with materials by students. This implies that respondents of these colleges agree with the existing model office to influence the skill acquisition ineffective delivery of business education students in Colleges of education influence on skill acquisition in effective delivery of business education students in Colleges of education in understudy. This is in line with the null hypothesis three tested in table 4.7 which showed that there is negative correlation between the existing model office influence and skill acquisition in North Central Geo-political Zone, Nigeria (( $P=0.005$ ). This null hypothesis is accepted and alternative is upheld. That is, existing model office have no significance influence skill acquisition in North Central Geo-political Zone, Nigeria. Okoro (1990) made it known that ineffective teaching may be caused by lack of suitable tools, equipment and materials due to inadequate funding. Oranu (1990) revealed that lack of physical facilities is the major problems of business Education and vocational and technical education in Nigeria. It has often been observed by teachers of business education that facilities for the teaching of business education subjects are not adequate, functional and in most cases relevant. The need for up to date and adequate facilities for the teaching and learning process cannot be over-emphasized.

The findings for research question four revealed that the problems of model office have their influences on skill acquisition of Business Education Students in Colleges of Education in the North Central Geo-political Zone of Nigeria indicated by the aggregate mean score of 2.03 which fall under the categories of disagree. This is in line with a study carried out by Aromolaran (1985), who found out that the problems in our system of education in Nigeria are lack of materials and necessary equipment in teaching the

vocational, science and technology subjects This implies that respondents of these colleges agree with the influence of problems of model office Studiohave influences on skill acquisition of Business Education Students under study. In line with the null hypothesis four tested in table 4.3.4 showed the influence of problems of model office Studio and their influences on skill acquisition of Business Education Students in Colleges of Education in the North Central Geo-political Zone of Nigeria ( $P=0.002$ ). This means the null hypothesis is rejected and the alternative is upheld. That is, there is significance influence on problems of model office and their influences on skill acquisition of Business Education Students in Colleges of Education in the North Central Geo-political Zone of Nigeria. This means that the respondents disagree with the influence of problems of model office Studio and their influences on skill acquisition of Business Education Students in Colleges of Education under study.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATION

This chapter summarizes the entire area of work covered in the study which include;

- 5.1 Summary
- 5.2 Contribution to Knowledge
- 5.3 Conclusion
- 5.4 Recommendations

#### **5.1 Summary**

The main objective of this study was to determine the Influence of Model Office and Studio on Skill Acquisitions of Business Education Students in Colleges of Education in North Central, Nigeria. Four specific objectives, four research questions and four null hypotheses were raised for the study. For the purpose of this study, different books were reviewed, both published and unpublished materials. Descriptive survey research design was used for this study. The population for the study was two hundred and twenty seven (227) NCE II students and lecturer from three Colleges of Education in North Central of Nigeria. The sample size for the study was 56 student s and lecturers of these three colleges of education. The questionnaire was administered to both students and lecturers for data collection. The data collected were analysed using mean, standard deviation and t-test. Four null hypotheses raised were tested with t-test statistical tools at 0.05 level of significance. From the four null hypotheses raised and tested, three were rejected while one was retained.

Based on the data collected and analyzed, the following findings were from the study;

1. In null hypothesis one, the result revealed that existing facilities found in model office is obsolete had significantly negative influence on the skills acquisition of Business education students in Colleges of Education in North Central Nigeria.
2. In null hypothesis two, the result revealed that, equipment found in model office not-up-to-date had significantly influence on the skills acquisition of Business education students in Colleges of Education in North Central Nigeria.
3. In null hypothesis three, the result revealed that, model office are not in good shape for students usage for practical had significantly positive influence on the Business education students in Colleges of Education in North Central Nigeria.
4. In null hypothesis four, the result revealed that, problems of Business education had significantly influence on the skills acquisition of Business education students in Colleges of Education in North Central Nigeria.

## **5.2 Contribution to Knowledge**

Model office equipped with old gadgets and equipment will not meet the needs of the ever-changing technological world. Student may not be equipped with saleable skills needed in the current world of work.

Improper use of word processing laboratories can significantly influence skill acquisition of NCE business education students in colleges of education in the north central geo-political zone of Nigeria.

Equipment found in model office (laboratories) not up-to-date, can influence negatively the skills acquisition of business education NCE students in colleges of

education in the North central geo-political zone of Nigeria. They will not be equipped with current skills that are need in the modern world of work.

### **5.3 Conclusion**

Based on the major findings from the result analysed and presented in chapter four, it is concluded that:

Facilities in the model office is obsolete to enhance students performance, model office makes students to be creative thinkers of how to apply the acquired skills studies in the classroom of their academic performance in Colleges of Education.

Skill acquisition had a significantly positive influence on Business Education in NCE II students in North Central Geo-Political Zone of Nigeria it been tremendous achievement to graduate of business education who gainfully yet employment after graduation. They can be self employed and impact positively on the economy of the society, reducing crimes and other social vices which are associated with idleness.

### **5.4 Recommendations**

Upon the conduct of research which resulted in accepting and rejecting some hypotheses formulated, the researcher is suitable to make the following recommendations based on the findings; that the college authorities should carry out the following:

1. Existing facilities found in model office and Studio should be standardized and functional to enhance the skill acquisition level of NCE Business Education Students.
2. The facilities found in model office should enhance skill acquisition level of NCE Business Education Students in colleges of education in north-central geo-political zone, Nigeria.

3. Model office in every business education department where NCE Business Education is offered in colleges of education in north-central geo-political zone, Nigeria upgrade.
4. The inherent problem such as improper use of existing model office and Studio, by students in the colleges of education should be addressed. More hours should be devoted for students to practice on the available materials in the model office.

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## APPENDIX I



### DEPARTMENT OF VOCATIONAL & TECHNICAL EDUCATION AHMADU BELLO UNIVERSITY, ZARIA NIGERIA FACULTY OF EDUCATION

Telephone: 069-51755, 50692

Vice Chancellor: Professor. Abdullahi Mustapha B.Sc. (Hons) Pharm(ABU), Ph.D (London) FPSN

Head of Department: Professor A.A Udoh B.Ed. (Hons) Nsukka M.Ed. & Ph.D Bus Edu. (ABU)

Your Ref: \_\_\_\_\_  
Our Ref: \_\_\_\_\_

M.Ed/Educ/12829/2011-2012

6<sup>th</sup> January, 2016

Date: \_\_\_\_\_

#### *Letter of Introduction*

**PATIENCE UTENWOJO BABA –  
M.ED/EDUC/12829/2011-2012**

This is to certify that the above mentioned name is a Postgraduate student (M.Ed Business Education) in the Department of Vocational and Technical Education, Faculty of Education, Ahmadu Bello University, Zaria, carrying out a research topic; ***Influence of Model Office and Studio on Skills Acquisition of Business Education Students in Colleges of Education in North Central Nigeria.***

Please, kindly give her every assistance she may require.

  
\_\_\_\_\_  
Professor A.A. Udoh  
HEAD OF DEPARTMENT

## **APPENDIX II**

### **Letter to Respondents**

Dept. of Voc. /Tech. Edu.  
Faculty of Education  
Ahmadu Bello University  
Zaria

Dear Respondent,

#### **REQUEST TO COMPLETE QUESTIONNAIRE**

I am a postgraduate student of the above mentioned University conducting a research on the Influence of Model Office and Studio on Skill Acquisition of Business Education Students in Colleges of Education in the North Central Nigeria. Kindly assist by providing honest answers to the following questions and statements. All information will be strictly and confidentially kept. I solicit for your maximum co-operation and contributions to make this study a success.

Thank you for your anticipated co-operation.

Yours sincerely,

Patience Utenwojo BABA

## APPENDIX III

### Questionnaire

#### Questionnaire to be completed by NCE students and Business Education Lecturer

You are to answer all questions in each section please.

#### SECTION A: DEMOGRAPHIC DATA.

Please tick or fill in the corresponding box appropriate to your responses.

##### 1. Age

A. 15-25 [ ]

B. 25-35 [ ]

C. 35-45 [ ]

D. 45-55 [ ]

##### 2. Gender

A. Male [ ]

B. Female [ ]

##### 3. Highest Educational qualification

A. Secondary education [ ]

B. NCE/O.N.D [ ]

C. Degree [ ]

D. Masters &Ph.D [ ]



S/N 2.	What is the influence of the equipment found in the model office Studio on skill acquisition of business education students in colleges of education in north-central geo-political zone, Nigeria?	VHE	HE	LE	VLE
1.	The equipment in the studio are appropriate for use in teaching of Business education courses in your college thus enhancing effective delivery of NCE Business Education in the college				
2.	The Equipment is appropriate to students' ratio during Business Education classes.				
3.	The equipment are very inappropriate for the students causing some of them to lose concentration during the practical.				
4.	Equipment is an important factor in determining effectiveness of teaching of Business Education courses to improve students academic performance in colleges of education.				
5.	Availability of equipment is a determining factor in the appropriate teaching of Business Education courses in colleges of education to enhance students academic performance thus creating a very important role in teaching Business Education at the NCE Level.				
6.	Model Office Studio creates an avenue where students practicalise the skills which are necessary for future applications in places of work in Colleges of Education.				
7.	Model Office Studio bridges the gap between the theory and practical thus making students to be all rounder to their academic performance in Colleges of Education.				
8.	Model Office Studio makes students to be creative thinkers of how to apply the acquired skills studied in the classroom for their academic performance in College of Education.				
9.	Model Office Studio are necessary as they compliment the teachers' work and the teacher serves as a guide thus making teaching to be student oriented.				

<b>S/N</b>		<b>VHE</b>	<b>HE</b>	<b>LE</b>	<b>VLE</b>
<b>3.</b>	How does model office influence the skill acquisition on business education students in colleges of education in north-central geo-political zone, Nigeria?				
1.	The existing Model Office Studio are in good shape for students' usage				
2.	The school authorities are just trying to put up a studio for Business education Practical in the college				
3.	The Model Office Studio are dilapidated and not good for students' practical				
4.	There are no Model Office Studio in the college for Business Education Practical.				
5.	The existing Model Office Studio are not in good shape for students' usage for practical.				
<b>S/N</b>		<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
<b>4.</b>	What are the influences of hindrances militating against model office Studio on skill acquisition of business education students in colleges of education in north central geo-political zone, Nigeria?				
1.	Model office Studio lack modern studio material				
2.	model office Studio are not well equipped for effective delivery of the NCE business education programme				
3.	Model office Studio in some colleges of education are not existing and even where they exist they are not properly functioning.				
4.	Model education students in college of education are not making use of model office studio for the academic activities.				
5.	Only secretariat education students make proper use of model office Studio than account education students				