

COMPETENCIES REQUIRED OF BUSINESS EDUCATION GRADUATES' JOB PERFORMANCE IN EDO AND DELTA STATES OF NIGERIA

Robinson Osarumwense Owen Vbiugie
and
Toritsemofe Justina Osigbeme

Dr. Robinson Osarumwense Owen Vbiugie
Department of Vocational and Technical Education,
Faculty of Education
University of Benin. Benin City

Toritsemofe Justina Osigbeme
Department of Vocational and Technical Education,
Faculty of Education
University of Benin. Benin City

Abstract

This study investigated business educators' perception of competencies required of Business Education graduates' job performance in Edo and Delta States. Three research questions guided the study and one hypothesis. The study adopted the descriptive survey design. A population of 127 business educators participated in the study. Cronbach alpha technique was used to get the reliability coefficients of 0.84 for Colleges of Education and 0.95 for Universities Business educators with an overall coefficient of 0.89. The instrument was validated by three experts. Descriptive statistics of mean and standard deviation was used to analyse the research questions, the null hypothesis was tested using t-test at 0.05 level of significance. The study revealed that business educators' perception is that business education graduates' require technical, problem solving competencies to a very high extent (VHE), and require pedagogical competency to a high extent (HE) for job performance and that business educators' perception was not influenced by gender. As such, the null hypothesis was rejected. It was therefore recommended that generic competencies of interview selection and internet networking contained in this study be embedded in Business Education curriculum as they are very critical for job performance in today digitalized and competitive business economy.

Keywords: Competencies; Job Performance; pedagogical competency; Problem-solving competency; Internet networking competency

Introduction

The ability of Business Education graduates to adapt school-based knowledge, skills, attitude and competency to work often depends on how adequately exposed they have been to modern day technology and office environment. Worldwide, employers seem keen to recruit employees with adequate competencies to occupy various positions in their organizations to boost productivity and achieve organizational objective. It therefore, becomes incumbent for business educators to perceive competencies necessary to access the true needs of society and try to match them with appropriate training that will facilitate the acquisition of the right competencies needed for job performance. This also will to a great extent depend on the perception of individual or group.

Perception is an individual or group way of viewing a phenomenon that involves the processing of stimuli, incorporates memories, and experiences in the process of understanding. Business educators' perception of the competencies Business Education graduates require for job performance depicts their deep and clear understanding of the competencies they require to adequately carry out their functions. Competent teachers have knowledge of global, national and socio-cultural issues as this manifests in their intellectual sensitivity and ability to help learners become competent. Leveraging the knowledge resources of business educators appears to be vital to gain competitive advantage to ensure business education graduates as well as institutional competencies.

Competencies are attributes described in terms of behaviour, key to highly effective performance within a particular job. Organizations and society in general are facing economic challenge of succeeding in a very competitive world market. Hence competencies required are applicable across a range of jobs, unlike specialists or technical skills that may be job specific. Competency is a person's attributes necessary for the job performance to the appropriate standard. Teachers, business educators, lecturers were used interchangeably in this study. Business educators, male and female, in the universities and colleges of education are professionally trained teachers for the content of business education curriculum, who are competent to teach the content of business education programme.

Business education is a global programme aimed at preparing individuals for improved economic participation through skill acquisition to be intelligent, employable and self-reliant. The courses offered are developed to expose the students to core areas in the curriculum including general education, entrepreneurship, general business course (marketing, computer, office education, and accounting), teaching methodology and industrial work experience scheme (Esene, 2012). It is the acquisition of business skills and competencies that enable students to be competent, employable, self-reliant and successful in their job performance.

Business Education graduates are a class of graduates, who have gone through either a three or four year programme of study in the content of business education curriculum. A student admitted into the College of Education is expected to complete the programme in three academic years (six semesters), while at the university level, the students have the opportunity to complete the programme in four academic years (eight semesters). However, the programme is more practically inclined with the students' involvement in students' industrial work experience scheme (SIWES), teaching practice (TP) and in-house practical's prerequisite for attaining individual and organizational performance. Based on this training programme, business education graduates are expected to possess up-to-date competencies required for job performance. The possession of appropriate competencies would offer business education graduates the unique strategy for job performance.

Job performance according to Bullock (2013) is the overall expected value from employees' behaviour carried out over a period of time, which eventually contributes to organizational effectiveness. These include task performance, which directly transforms raw materials to goods and services, and contextual performance which contributes to overall effectiveness through supporting the social and psychological climate by cooperating with teammates, diffusing conflict

and cleaning up conference room. Every job requires specific set of competencies for its efficiency, and the individuals who would perform the job need to be laced with the required competencies for job performance. These skills among others include problem-solving, pedagogical and internet networking competencies.

Problem-solving skill is the ability to provide solutions to organizational problems. It is the act of defining a problem, investigating the cause of the problem, identifying and selecting alternatives for a solution and enforcing a solution and identifying feasible opportunities that would result in knowledge growth, expansion and entails the ability to simplify complicated situations. Three prominent problem-solving skills include analytical skill, logical skill and creative skill.

Pedagogy is a science and practice of using a combination of creative instructional strategies to prepare citizens for the knowledge society. The business teacher is expected to possess in-depth knowledge of innovative pedagogies which are a combination of creative strategies of instruction to achieve teaching and learning objectives required in preparing citizens for the knowledge society who will be creative to face changes, able to manage and analyze knowledge. Internet networking competencies help people reach out to other sources of teaching, learning and work materials within and globally outside the available ones in the best possible manner in achieving efficiency in job performance. Knowledge of social networking sites enable the teacher share knowledge and information with students and others who share common interest through blogs, twitter, wikis and others frequently used by students. Business education graduates internet networking competencies equip graduates with the unique strategy for effectiveness in today digitalized, global and competitive economy.

Lack of these foregoing competencies may have brought unemployment to a very high level in Nigeria. Acknowledging the high level unemployment experienced by tertiary institution graduates, it becomes necessary to for business educators to perceive and stimulate innovative thinking and generate new implementable ideas that are vital for business education graduates employability, effectiveness and efficiency in their job performance.

Statement of the Problem

The unemployment situation in Nigeria is alarming, graduates from all discipline look for work and only few get employed. Available statistical data by Federal Bureau of Statistics (2018) showed a steady increase in the number of unemployed tertiary institutions graduates. There have been unprecedented outcry and complaints from both employers and educators' alike as to the suitability of Business Education graduates in job placement. Business Education programme is a skill acquisition programme designed to equip its recipients with the needed skills for graduates' job performance. In spite of the involvement of Business students in this skill training programme, it is being observed that business education graduates perform dismally at employment interviews and are unable to apply themselves to basic office equipment and ICT resources. An eye witness observation reveals that employers prefer employing competent graduates who can help them achieve organizational objectives. Could it be that Business Education graduates do not acquire the necessary generic and technical competencies in their training programme necessary for job performance? Essentially what is not clear to the researchers is the extent, pedagogical, internet networking and problem-solving competencies which constituted the problem of the study is required for Business Education graduates' job performance in Edo and Delta States.

Purpose of the Study

The main purpose of the study was to assess the Business educators' perception of the competencies Business Education graduates require for job performance in Edo and Delta States. The specific purposes of the study were to establish the extent to which:

1. Business educators' perceive pedagogical competency is required for Business Education graduates' job performance.
2. Business educators' perceive problem solving competency is required for Business Education graduates' job performance.
3. Business educators' perceive internet networking competency is required for Business Education graduates' job performance.

Research Questions

The study was guided by the following research questions.

1. To what extent do Business educators' perceive Business Education graduates' require pedagogical competencies for job performance?
2. To what extent do Business educators' perceive Business Education graduates' require problem solving competencies for job performance?
3. To what extent do Business educators' perceive Business Education graduates' require internet networking competencies for job performance?

Hypothesis

The following null hypothesis was tested at 0.05 level of significance:

'There is no significant difference in the mean rating between male and female business educators' in their perception on the various competencies Business Education graduates' require for job performance'.

Methodology

Descriptive survey design was adopted for this study. According to Leary (2010) descriptive survey design uses questionnaire and interview to collect information about people's attitudes, beliefs, feelings, behaviours and lifestyles from sample representative of the population. This design was found most appropriate for this study because the study sought accurate information from the respondents relative to their attitudes, beliefs, and feelings about the perceived competencies Business Educators require for job performance in in Edo and Delta States. The population of the study comprised all 127 Business educators in Federal, State and Private Universities and Colleges of Education in Edo and Delta States. This was made up of 35 University lecturers, 92 lecturers at Colleges of Education.

The entire 127 Business educators constituted the sample for the study. This was because the population size was manageable; as such there was no sampling. The instrument for data collection for this study was a structured questionnaire titled: Business Educators Perception of Competencies Business Education Graduates Require for Job Performance Questionnaire (BEPCBEGRJPQ).

The instrument was made up of two sections A & B. Section A contained the respondents' demographic data, such gender of respondents. Section B consisted of 18 item statements on Business Educators perception of competencies required of Business Education graduates' job performance. The response category for the study was rated Very High Extent = 4, High Extent = 3, Low Extent = 2, and Very Low Extent = 1.

The instrument for the study was face and content validated by 3 experts. The reliability of the instrument was determined by using Cronbach alpha technique. The instrument was administered on Business educators' in Colleges of Education and Universities and reliability coefficient of 0.84 from College of Education Business educators' and 0.94 from Universities Business educators' was obtained making a composite reliability of 0.89.

Copies of the questionnaires were administered directly to the respondents by the researchers with the help of two research assistants. Inferential statistics of mean(\bar{x}) and standard deviation (SD) were used to answer all the research questions, while t-test for two independent samples was used in testing the null hypothesis at 0.05 level of significance.

Decision Rule

To determine the competencies required by Business Education graduates' job performance in Edo and Delta States. A decision rule was taken such that, any item with a mean value of 2.50 and above was considered High Extent (HE), while any mean value of 2.50 and below was regarded as Low Extent (LE). For the hypothesis, if the estimated value was greater than the probability value, the null hypothesis was rejected, otherwise it was retained.

Results and Analysis

The following presented the analysis of the data collected in respect of the study. Tables were used in the presentation and in accordance with the three research questions raised and one hypothesis formulated.

Research Question 1: To what extent do Business educators' perceive Business Education graduates' require Pedagogical Competencies for Job Performance?

Data collected in response to this research question are shown in Table 1 below.

Table 1: Mean and standard deviation of Business Education Graduates' Pedagogical Competency for Job Performance

S/N	Items on (Pedagogy)	\bar{x}	S.D	Decision
1	Linking curriculum with life experiences.	3.39	0.63	HE
2	Motivating students learning.	3.35	0.54	HE
3	Combining experiential and lecture methods.	3.23	0.61	HE
4	Combining discussion, focusing and structuring methods	3.23	0.66	HE
5	Using flipped classroom.	2.87	0.72	HE
6	Social/interactive strategies.	3.09	0.79	HE
	Composite Mean	3.19	0.48	HE

Source: Researchers' fieldwork (2020)

The data shown in Table 1 revealed that the mean value of the respondents ranged from 2.87 to 3.39, with a composite mean of 3.19. It equally revealed that the standard deviation of the items on the table ranged from 0.54 to 0.79. The mean values show that all Business Education graduates' required the six items of pedagogy competencies to a high extent. The composite mean of 3.19 revealed that Business education graduates required pedagogy to a high extent.

Research question 2: To what extent do business educators perceive that Business Education graduates' require Problem Solving Competencies for Job Performance?

Data collected in response to this research question are shown in Table 2 below.

Table 2: Mean and standard deviation of Business Education Graduates' Problem Solving Competency for Job Performance

S/N	Items on (Problem Solving)	$\bar{\chi}$	S.D	Decision
7.	Use initiative to provide solutions	3.33	0.58	H.E
8.	Fit in teams/groups to achieve	3.18	0.56	HE
9.	Initiative without supervision	3.27	0.60	HE
10.	Develop viable instructional ideas	3.32	0.61	HE
11.	Simplify complicated situations.	3.42	0.62	HE
12.	Apply knowledge effectively	3.35	0.67	HE
	Composite Mean	3.32	0.48	HE

Source: Researchers' fieldwork (2020)

The data shown in Table 2 revealed that the mean value of the respondents ranged from 3.18 to 3.42, with a composite mean of 3.32. It equally revealed that the standard deviation of the items on the table ranged from 0.56 to 0.67. The mean values show that all Business educators required the six items of problem-solving competencies to high extent. The composite mean of 3.32 revealed that Business education graduates required problem-solving to a high extent.

Research question 3: To what extent do business educators' perceive that Business Education graduates' require Internet Networking Competencies for Job Performance?

Data collected in response to this research question are shown in Table 3 below.

Table 3: Mean and standard deviation of Business Education graduates' Internet Networking Competency for Job Performance

S/N	Items on (Internet/networking)	$\bar{\chi}$	S.D	Decision
13.	Internet search engine for teaching	3.21	0.76	HE
14.	Internet interact with students	2.97	0.83	HE
15.	Emails use in teaching	3.17	0.74	HE
16.	Students group chart	3.14	0.66	HE
17.	Television and other multimedia devices	2.92	0.73	HE
18.	Panel discussion and students reactions	2.97	0.75	HE
	Composite Mean	3.07	0.56	HE

Source: Researchers' fieldwork (2020)

The data shown in Table 3 revealed that the mean value of the respondents ranged from 2.92 to 3.21, with a composite mean of 3.07. It equally revealed that the standard deviation of the items on the table ranged from 0.66 to 0.83. The mean values show that all Business education graduates required the six items of internet/networking competencies to a high extent. The composite mean of 3.07 revealed that Business education graduates required internet networking to high extent.

Hypothesis 1: 'There is no significant difference in the mean rating between male and female business educators in their perception on the various competencies required of Business Education graduates' job performance.'

Table 4: t-test analysis of the influence of gender on Business Educators Perception of Competencies required of Business Education Graduates' Job Performance

Gender	N	$\bar{\chi}$	SD	t-value	Sig
Male	79	25.835	3.356		
				-.565	.573
Female	48	26.146	2.304		

$\alpha=0.05$

Source: Researchers' fieldwork (2020)

Table 4 shows a t-value of -.565 and a P value of .573. Testing at an alpha level of .05, the P-value is greater than alpha level. This indicates that there is no significant difference in the mean rating between male and female Business educators in their perception on the various competencies required of Business Education graduates job performance. As such, the null hypothesis is retained. Meaning there is no difference between experienced and less experienced business educators in their perception of competencies require for job performance.

Discussion of Results

The results obtained in this study were discussed based on the research questions and hypothesis formulated and tested in the study.

The result of the findings from research question 1 in Table 1 revealed that Business Education graduates' require pedagogy competency to a high extent for their job performance. This is in agreement with the findings of Lehto, Kairisto and Liisa (2011) which showed that pedagogical competency is a necessary requirement for teaching as it focuses on learning approaches for the development of knowledge and its use in a manner that can create innovations. The present finding is also in consonance with Krishna (2013) who stated that the Business educators' requires pedagogical competence to create a condition in which learning takes place. The study of Noor (2014) is in correlation with the findings of the present study which stated that Business educators' require innovative pedagogical competency in technology driven classroom, smart interactive boards, interdisciplinary learning, flipped classroom and digitization in teaching. Emeosoba and Ezenwafor (2014) study is also in agreement with the present study. The study found that teaching competencies has positive influence on skill acquisition among OTM students in polytechnics to a great extent. The finding of the present study is however in dissonance with the findings in Umoru and Shaibu (2018) which revealed that instructors require teaching competencies to a low extent to influence students' skill acquisition in polytechnics in South-Western Nigeria.

The result of the findings from research question 2 in Table 2 revealed that Business Education graduates require Problem-Solving competency to a high extent. Miron (2012) finding is in agreement with the present study which revealed that the Business educators' are expected to have three kinds of skills prominent in problem-solving namely analytical, logical and creative skill for their effective job performance in tertiary institution. Adaku (2013) study is in agreement with the present study which revealed that problem-solving skills is highly demanded of Business Education graduates' due to occasional changes in the acquisition of skills fuelled by technological progress. The author furthered that problem-solving skills in business management entails the ability to simplify complicated situations, ability to use initiatives effectively and ability to engage in innovative thinking to provide solutions to organization problems. Ezenwafor and Olaniyi (2017) study is linked to the findings of the present study which showed that Business Education graduates' greatly need real life problem solving skill to excel in self employment and enhance entrepreneurial development in South-west, Nigeria.

The result of the findings from research question 3 in Table 3 revealed that Business Education graduates' require internet/networking competencies to a high extent. The present study finding is also in consonant with the findings of Emeosoba and Ezenwafor (2014) which showed that

networking competency is required of Business educators' to a high extent for their job performance to equip Business Education students with employability skill needed for their relevance in the world of work. Similarly, the present study findings agree with the findings of Ademola (2014) which showed that Business educators' require to a high extent competency in internet facilities for the job performance. The author furthered that teachers have limited access to internet facilities, and lack of proficiency in internet skills capable of hindering skills acquisition in tertiary institutions in Anambra and Enugu States. The present study findings correlate the findings of Ofili and Idris (2017) which showed that Business Education graduates' require networking competencies for their job performance. The present study findings is also in line with Ofili and Idris (2017) who stated that Business Education graduates' need basic online skills to secure sites from hijackers, create web sites and make business transactions.

The findings from null hypothesis 1 revealed that there was no difference in the mean rating between male and female business educators' in their perception on interview selection, technical, pedagogy, communication, problem solving, information technology, educational technology and internet/networking competencies required for Business Education graduates' job performance.

The findings of the present study is at variance with the study of Opayeme and Oyesola (2012) which revealed that female university lecturers showed more favourable perception of the link between, selection competency and selection interview competency and employee performance than male University lecturers. The increase in the productivity of female teachers could be because most of these teachers are married and due to the support from their husbands, they experience less financial pressures and are more committed to their job assignments than their male counterparts.

The findings of the present study however agrees with the study of Bhargava and Ambazhagen (2014) which revealed that there is no significant difference in the perception of both male and female teachers on the competencies they require for their job performance, as both male and females teachers are competing for the same job offers. This is because in the globalized work place, both male and female are given the same job position. The findings of this study tend to agree with the study of Jim and Okafor (2015) which showed that there is no difference in the opinion of male and female Business educators' in their need of cash management skill. Jim and Okafor (2015) further stated that Business educators' need cash management skill to a high extent to manage available cash effectively, and effectively to teach their students.

The present study is also in consonance with the findings of Jim, Nwokike and Ezeabii (2017) on training needs of Business educators' in the universities for sustainable development in Rivers State Nigeria. The findings indicated that there were no significant differences in the opinions of the male and female Business Education lecturers regarding in ICT, cash management and accounting competencies needed for their job performance. The study further indicated that nowadays there is a gender convergence rather than divergence, and women and men nowadays are far more alike than they were some decades ago. The findings of the present study also corroborates with the findings in the study of Umoru and Shaibu (2018) who reported that Business educator's competencies in instructional technologies is not influenced by gender that instructional technology competency have positive influence on skill acquisition among OTM students to a great extent, that the Business Education lecturers' need training and retraining in

order to keep OTM students abreast and competent with the current trends in curriculum and instruction of OTM courses.

Conclusion and Recommendations

In the light of the findings of the study, it could be concluded that Business Education graduates' in tertiary institutions (universities and colleges of education) in Edo and Delta States; require Problem Solving competencies, pedagogical and internet/networking competencies are required to a high extent for their job performance. Based on these findings, it was also concluded that gender did not influence business educators' perception. It could therefore be concluded that generic competencies of pedagogical, and internet networking competencies are essential strategic factors in attaining Business Education graduates' job effectiveness and efficiency in today digitalized, global and competitive business work environment.

From the findings of study and conclusion drawn, the following **recommendations** are made:

1. Management and more especially, heads of department, deans of faculties and schools of various institutions ensure that Business Education curriculum is reviewed to reflect, internet networking competencies and current technology competencies in all levels of training required to meet the challenges in today digital, global and competitive work environment.
2. Business educators' are to take advantage of training and retraining opportunities and deliberate personal development to increase their internet networking, pedagogical, educational technology and internet networking competencies in teaching and learning.
3. Tertiary institutions should package professional development programs for lecturers' to update their, pedagogy, and internet networking knowledge and skills in teaching and learning for Business Education graduates' employability and job performance.
4. Finally, government at all levels should make stringent investment and policy statements in Business educators' continuous training and retraining programmes in institutional, faculty, and department level in contemporary competencies for teacher's effective and efficient job performance.

References

- Adaku, N.A. (2013). 'Real-life problem solving skills required from office managers in the labour market'. *Mediterranean Journal of Social Sciences*, 4 (5): 169-176.
- Ademola, T.K. (2014). 'Paradigm shift in knowledge driven economy towards new technologies: Implications to business education curriculum in tertiary institutions'. *Business Education Journal*, 2 (1): 209-220.
- Bhargava, R.. and Anbazhagen, S. (2014). 'Influence of age on performance'. *Journal of Business and Management (IOSR-JBM)*, 6 (5): 97- 103.
- Bullock, R. (2013). 'Job performance (what it is, what it isn't?)'. Retrieved 14 May 2019 from <http://www.scontrino-powell.com>.
- Eneasoba, N.C. and Ezenwafor, J.I. (2014). 'Assessment of computer operation and networking competencies possessed by office technology and management lecturers in tertiary institutions in Anambra and Enugu States Nigeria'. *Journal of Emerging Trends in Educational Research and Policy Studies*, 5 (7): 1-5.

- Esene, R.A. (2012). 'Perception of Professional OTM Educators, General Educators'. *International Journal of Management Technology*, 3 (1): 69-80.
- Ezenwafor, J.I. and Olaniyi, O.N. (2017). 'Rating skills needed by business education graduates for entrepreneurial development in South-West, Nigeria'. *International Journal of Entrepreneurial Development, Education and Science Research*, 4 (1): 165-179.
- Federal Office of Statistics (2018). 'Fourth quarter Economic Review'. Retrieved on 21 December 2018, from https://www.destatis.de/.../PE18_465_622.
- Jim, E.U., Nwokike, F.O. and Ezeabii, I.C. (2017). 'Training needs of business educators in the universities for sustainable *development* in Rivers State'. *European Journal of Training and Development Studies*, 5 (4): 1-7.
- Krishna, K.T. (2013). 'Innovative teaching methods in management'. Retrieved 4 February 2018, from <http://www.ijmbs.com/0014/krishnakumar>.
- Leary, M.R. (2010). *Descriptive research*. Retrieved 10 December 2019, from http://wps.ablongman.com/ab_leary_resmethod_4/11/2018.
- Lehto, A., Kairisto, M. and Liisa, P.T. (2011). *Towards innovation pedagogy: A new learning for university of applied sciences*. Reports from Turku University of Applied Sciences.
- Miron, C. (2012). Long-term unemployment and the employability gap: Priority for renewing Britain's new deal. *Journal of European Industrial Training*, 26 (9): 411-419.
- Noor, N. (2014). Modern versus traditional teaching methods: A look at the teaching methods being adhered to in schools. In Ekoh, A.C. (2016). *Traditional pedagogy to innovative pedagogy in business education: A challenge to business educators*. *Nigerian Journal of Business Education (NIGJBED)*. 3 (2): 133-144.
- Ofilo, G.O. and Idris, A.N. (2017). 'Information and communication technology skills possessed by vocational and technical education students for self-sustenance in Edo State'. *Arasinah Kamis International Journal of Engineering*, 6 (5): 100-112.
- Okafor, A.C. (2015). 'Gender inequality in Nigeria'. *Journal of Research in Arts and Social Sciences*, 4 (1): 69-80.
- Opayemi, A.S. and Oyesola, T.M. (2013). 'Selection interview, selection test and employee performance'. *Academic Journals of Public Administration and Policy Research*, 5 (4): 95-101.
- Statistics Solutions (2019). 'What is perception?'. Retrieved on 12 December 2019, from <http://www.statisticssolutions.com>.
- Umoru, T.A. and Yusuf, S. (2018). 'Teacher competencies and instructional strategies: utilization for skill acquisition of business education students in Nigeria'. *Asian Education Studies*, 3 (3): 18-26.