

**Instructional Facilities, Lecturers' Indices, Attitude and Time Management as
Determinants of Students' Academic Achievement in Keyboarding in Colleges of
Education, Southwest, Nigeria**

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Certification

This is to certify that Sikirat Aderonke RAMONI with Matriculation Number LCU/PG/002029 carried out this research work titled “Instructional Facilities, Lecturers’ Indices, Attitude and Time Management as Determinants of Students’ Academic Achievement in Keyboarding in Colleges of Education, Southwest, Nigeria” in the Department of Arts & Social Sciences Education, Faculty of Education, Lead City University, Ibadan, Oyo State, Nigeria, for the award of Doctor of Philosophy Degree (PhD) in Business Education and that this has not been previously submitted.

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Dedication

This work is dedicated to God Almighty and all Business Educators.

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Abstract

Students' poor academic achievement has been a great concern to the stakeholders in Business Education, especially with performance in Keyboarding in Colleges of Education in Southwest, Nigeria. This signifies a critical setback to Business Education in particular and economic growth in general. This study investigates possible causes that could serve as determining factors to poor students' academic achievement in Keyboarding in Colleges of Education in Southwest, Nigeria. Five research questions were raised and five hypotheses were formulated to guide the study. Descriptive research design of survey type was used for the study. The population consisted of Business Education students and their lecturers in Colleges of Education in Southwest, Nigeria. The sample size consisted of 600 students who have completed required BED courses and 70 lecturers. Data were collected using the adopted NCCE Checklist and standardised questionnaires. The instrument has a reliability coefficient of 0.87. Research questions were analysed with descriptive statistics using mean (\bar{x}) and standard deviation while the hypotheses were analysed with inferential statistics using Multiple Regression Analysis and t-test at 0.05 significant level. Findings revealed that instructional facilities availability was below NCCE requirement ($< 100\%$), adequacy was moderate ($\bar{x} = 3.11$; $SD = 0.91$) while utilization was very high ($\bar{x} = 3.51$; $SD = 0.81$). Lecturers' indices were moderate ($\bar{x} = 2.06$; $SD = 0.83$), students' time management was moderate ($\bar{x} = 3.06$, $SD = 0.91$), students' academic achievement was average (69%) while there was negative attitude of students towards Keyboarding ($\bar{x} = 2.70$; $SD = 0.96$). All formulated hypotheses were significant with adequacy and time management ($F_{(2, 597)} = 602.096$, $R^2 = 0.669$, Adjusted $R^2 = 0.667$), on relative influence, time management ($\beta = -0.134$, $t = -0.624$); adequacy ($\beta = 0.951$, $t = 4.434$), on joint influence, adequacy, students' attitude and time management ($F_{(3, 596)} = 406.778$, $R^2 = 0.672$, Adjusted $R^2 = 0.670$), academic staff indices and utilisation ($\beta = 0.307$, $t = 2.723$, $\beta = 0.562$, $t = 4.996$) while institution ownership difference (federal ($\bar{x} = 3.18$, $SD = 0.47$), state ($\bar{x} = 2.41$, $SD = 0.65$), ($F_{(1, 598)} = 279.928$), all significant at 0.05). It was concluded that instructional facilities, lecturers' indices, students' attitude and time management all have significant impact on students' academic achievement. The study therefore, recommends that there should be strict compliance to the BMAS while NCCE should ensure adequate supervision of all Colleges of Education in the country.

Keywords: Instructional Facilities, Students' Attitude, Time Management, Lecturers' Indices, Academic Achievement

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List of Acronyms

Abbreviation	Meaning
TRCN	Teachers Registration Council of Nigeria
NCE	Nigerian Certificate in Education
NCCE	National Commission for Colleges of Education
CoE	College of Education
BMAS	Benchmark for Minimum Academic Standard
PhD	Doctor of Philosophy
LCU	Lead City University
ctrl	Control
NAPE	National Policy on Education

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Chapter One

Introduction

1.1 Background to the Study

Keyboarding is an aspect of Business Education that equips students with competencies needed to produce a printed document using keyboard of a computer. It is a Business Education course that inculcates in the students, the correct finger placement on the keyboard and helps to build speed for optimal typing accuracy. The study of Keyboarding is very important today because of its application on the computer system which is widely used for production of printed documents in every business organisation.

In recent times, Business Educators have become worried over the deteriorating standard of secretarial aspect of Business Education programme especially on the acquisition and mastery of Keyboarding¹. It was posited that the quality and standard of any education programme could be adjudged by students' academic performance². This means that the standard and quality of secretarial education can be adjudged by students' academic achievement in Keyboarding. It is sad to note that the academic performance of Business Education students in Keyboarding is very poor and this may affect the actualization of programme objectives and quality of NCE graduates in Southwest, Nigeria. It was lamented that the outcome of our educational system has fallen below the minimum standard and this might be due to failure in our curriculum, provision of facilities, teachers and teaching method or evaluation system³.

Several factors have been identified by Business Educators and other stakeholders as the causes of poor academic achievement of students in Business Education subjects including Keyboarding. Some of the factors identified include the student's attitude, school

environment, teachers' qualities, teachers' time management, student's time management, instructional facilities, instructional strategies and methods as well as students health³. The researcher is of the view that instructional facilities, quality of academic staff and student's time management are peculiar to effective implementation of Keyboarding and may be contributing factors to poor academic achievement of students in Keyboarding in Colleges of Education in Southwest, Nigeria.

In order to implement and achieve the objectives of Business Education, including Keyboarding at Colleges of Education, the National Commission for Colleges of Education (NCCE) which is the government regulatory and supervisory agency for Colleges of Education in Nigeria stipulates the minimum standards of course offering and resource inputs that needed to be available for the establishment and administration of Business Education programme.

National Commission for Colleges of Education classifies resources in Business Education into the following⁴. Physical Facilities (this includes classrooms, staff offices, libraries, Typing/Keyboarding laboratories, model offices and Shorthand Studios), Equipment and Supplies (this includes the computers, photocopiers, tape-recorders, headphones, perforators, punching machines, stopwatches, stapling machines and others), Personnel (this includes the lecturers, instructors, technologists, and other supporting staff).

Instruction facilities in any school system range from the school buildings, classrooms, libraries, laboratories, toilet facilities, learning materials to other infrastructures that would likely motivate students towards learning⁵. They include those resources that are used by Business Educators for effective and productive instructional purposes in business education. In this study, instructional facilities is used to represent both physical facilities

(which includes classrooms, staff offices, libraries, typing laboratories, model offices and shorthand studios) and Equipment and Supplies (which includes the computers, photocopiers, tape-recorders, headphones, perforators, punching machines, stopwatch, stapling machine and others) that facilitate effective teaching and learning of business education subjects including Keyboarding while the personnel shall comprise of the lecturers and business education instructors.

The importance of instructional facilities cannot be relegated in an educational setting especially in Colleges of Education where teachers are nurtured⁶. Instructional facilities like modern laboratories such as computer laboratory, typing laboratory, model office, shorthand studio, libraries and classrooms are to be put in place in all Business Education Departments for effective implementation of programme curriculum. There was an expression that instructional facilities are very important for effective classroom instructions in business education because of their use for practical orientation and training of individuals⁷. Instructional facilities in the school settings go a long way to motivate students to learn if business education must maintain its position as an effective vocational programme for self-reliant and human resources development. The training process must involve the use of the right and proper machines, tools, equipment and environment that is replica of modern office in the phase of technological advancement⁸.

The status of instructional facilities in colleges of education today is of great concern to educators as teachers including business educators need them in an ideal working environment to effectively implement the curriculum. It was lamented that most of the facilities that are germane for effective learning of students appear not to be sufficient in our colleges. Those available seem not to be of standard quality, some seem to lack maintenance

culture, while some are in dilapidated conditions. It seems that the provisions of instructional facilities in Business Education have dwindled over the years, perhaps due to increase in students' enrolment rate which had led to population explosion in business education department. It has been observed that physical facilities are essential tools to facilitate and stimulate teaching and learning process. If qualitative instructional facilities are available, students may likely develop interest in learning and this may lead to high academic achievement. A close observation of poor performance of Business Education students perhaps could be traced to lack of physical facilities and a motivating learning environment⁸.

Any College of Education that lacks the necessary instructional facilities required for effective teaching and learning, little is expected from the students of such college in terms of academic achievement as inadequate of instructional facilities have some adverse effect on students' interest to learn⁹. In a situation where students are not having access to normal instructional facilities like laboratories, library, equipment, classrooms, seats in the classroom; low academic performance of students could be recorded. There should be enough space, seats, laboratories, internet facilities and a host of other instructional facilities that could enhance the level of motivation and academic achievement of students⁵.

There has been a demand for quality of personnel in the educational system as stakeholders of education especially parents as well as the entire society are now clamouring for quality of personnel in the educational system which may be as a result of the perceived poor quality products being turned out from various institutions on yearly basis⁹. The demand for quality in education is not out of place considering the huge sum of money that goes into the system¹⁰. Meanwhile, there can never be quality education without quality implementers who will render quality instruction to the learners. Education imparted through

quality instruction is not only for good grades alone but also for the acquisition of the right values, skills and competences to make an individual a useful member of the society. The quality of Business Education programme in tertiary institutions including Colleges of Education could be determined by the quality of her academic staff. This is because the most important factor in improving students' academic achievement in school is by employing quality teachers to implement curriculum¹¹.

Academic staff refers to lecturers who have undergone professional training particularly in specialised field, thus, possess the requisite skills, knowledge and competencies as well as the right qualification needed to perform academic roles in any higher institution. It was defined that a highly qualified teacher is a person who holds at least a Bachelor's degree, fully licensed to teach based on TRCN Certification, and has demonstrated competence in each academic area in which the teacher teaches¹². It was pointed out and highlighted that examination of teacher quality focuses on four indicators which are teacher qualifications, teacher characteristics, teacher practices and the teacher¹³. The importance of quality of academic staff cannot be over-emphasised due to the fact that provision and availability of unqualified teachers in an educational institution has adverse effects on the quality of instruction because no educational system can rise above the quality of its teachers¹⁴. It was asserted that the quality of an educational system depends on the quality of the teachers¹⁵. It has been described that teachers are the main determinant of quality in education as they constitute a major drive in the production process and in the determination of the educational output¹⁶.

The word quality has been severally defined as peculiar and essential character of a thing, degree of excellence, the degree of conformity to standard, an attribute that obtains

only after a certain level has been reached, merit or superiority because of a combination of good characteristics, and inherent or enduring good traits that make one somewhat superior¹⁷. With regards to the common usage of the term 'quality' in education, the participants in a symposium organised by International Institute for Educational Planning view the quality of an educational system from two different angles. The other is based on external criteria, such as its fitness and relevance to the needs of the society. It was noted that the quality of any education is judged by the effect, which it has on learners and society¹⁸. The concept of quality education has been described as elusive as in some situations, it means being literate and numerate. Yet in other places, quality could imply the need for the acquisition of technical and vocational skills necessary for economic growth and sustenance¹⁹. Also related to this, is the acquisition of fundamental knowledge, skills and attitudes the individual needs to function efficiently in the given society²⁰.

Time is a critical factor that affects students' academic achievement especially in Keyboarding practical test where students are timed when performing task on the computer Word Processor. Time is to be deemed very substantial to human being as age and capital²¹. Exploiting time to fulfill ambitions is of great importance²². Time is probably the most valuable asset available to people and organisations to understand the process of the management of time and the contribution of one's to the success of personal and professional lives. In school organisation, time is managed through the use of time table. Time table is a specific arrangement of time scheduled according to specific activity. It is used to show the uniqueness of activity in every formal organisation²³. Time and its management are very essential in education for effectiveness and productivity. It was affirmed in a report that was

submitted that time is a resource that is extremely limited in supply and it is a factor that affects all stakeholders in educational sector - students, teachers, administrators, supervisors²⁴.

Time management means the maximum utilisation of time for productivity and achievement. It concerns with the management of schedules of work with advanced planning, organising and implementation in order to achieve the aims and objectives of organisations²⁵. Time management concerns with the discovery and the application of the most efficient methods of completing assignments of any length within the required time with quality but do not waste the time²⁶. Time management is a skill that every student should not only know, but also apply to ensure productivity in education. It was noted that time management is another sense of distributing priorities and exerts efforts upon that distribution. A person must give priority for improving the contacts with others, preparing the activities more effectively, improving the process of managing and planning for the duties, caring for the personal interests, seizing new opportunities, improving the personal skills and information, admitting the power of others²⁷. This means that a good student must make effective use of his/her time to be able to accomplish instructional goal and other assigned duties. Instances now abound where student complain of lack of time to do certain things which they would have done²⁶.

It was opined that the most important asset a student should possess is time management skill²³. Such skill will enable the student to strike a balance between his primary assignment (learning, research, record keeping, etc.) and other activities that may surface while on duty^{23,27}. Maximization of the use of time for academic activities in tertiary institution is required to enhance students' academic performances and attitudinal learning²⁸. However, as any other asset, it may be wasted if it is not valued. It is human nature to waste

time according to their interests and easiness in order to deviate from the work and responsibility in any organisation. On the other side, some people have good time management skills to develop their habits to get success, while others have developed poor habits related to time which are not proclaimed or admitted by the people as weaknesses²⁸.

There is a huge difference between secondary school and tertiary institutions when it comes to managing time and academic responsibilities. In secondary school, there was the kind of learning that includes timing and strict adherence in terms of teaching. In tertiary institutions, on the other hand, there is no strict adherence to timing as reflected in the timetable due to workload and other academic functions of lecturers. This situation affects the quality of instruction rendered to students, turning every class to lecture even when the course is a skill-based like Keyboarding. Based on this, students only learn superficial information and the rest which involve skill mastery may not be acquired²⁶. Some of the resources that are needed to implement the curriculum were grossly inadequate and thus constituted severe challenges to the attainment of educational goal of the school system. One of these resources is time and its management especially by the students. It was asserted that in Nigeria, students in schools are guided by teachers and by their parents to manage time by providing guidelines for time management²⁹. While teachers provide major guidance in instructional time management, the home provides major guidance in the non-instructional time management.

Among the personality factor that contributes to students' academic achievement is learners' attitude which relates to all the factors of his education²⁴. Attitude of a learner towards Keyboarding will determine the measure of the learner's attractiveness or repulsiveness to the subject. This invariably will influence the learner's choice and even,

achievement. Business Education programme encompasses courses like Keyboarding and others, which is a subject in the area of office education. Keyboarding is taught right from junior secondary schools in Nigeria under Business Studies to tertiary institutions including Colleges of Education. Keyboarding at NCE level is faced with problems which have made a lot of students to run away from the course and thus formed wrong attitude towards the course. These problems include low societal value for keyboarding, lack of qualified Keyboarding teachers and invention of new technologies²⁸. In some institutions, Keyboarding is taught like any other courses. Despite concerted efforts of teachers/lecturers, school administrators, parents and all other education stakeholders to enhance learning of Keyboarding among students, performance and success is still not satisfactory. Reason for poor performance in Keyboarding examination are as a result of poor learning of the subjects and are likely to be due to formed attitudes towards the subjects by the students; teaching methods which are not appropriate and lack of instructional facilities among others²⁷.

Ownership is one of the factors that may determine the availability of instructional facilities and quality of academic staff in tertiary institutions. Colleges of Education like any other tertiary institutions can be owned by either federal, state and private individuals and this may determine the funding, provision of resources and quality of academic staff³⁰. It was noted that the academic staff in federal institutions fared better than their counterparts in state institutions in terms of their job performance including the provision of instructional facilities. It was also noticed that many states have neglected their responsibility in terms of adequate funding and upgrading of educational facilities in state owned institutions leaving it to management. Management of state tertiary institutions have to rely on government intervention fund through designated agency for the provision of facilities, research and staff

capacity building. In attesting to this claim, it was reported that federal institutions are more funded than state owned institutions and this affects the availability of instructional resources and other facilities³¹.

It was on the basis of the varied opinions as regard age and ownership in relation to provision of instructional facilities, quality of academic staff and student's time management that the researcher deemed it fit to consider their significant level in this study. In addition, there are numerous research studies conducted on the contribution of instructional facilities, quality of teachers and student's time management to students' academic performance in various fields but little investigation has been carried out on the influence of these variables in relation to students' academic achievement in Keyboarding especially in Colleges of Education in Southwest, Nigeria. While a large number of studies previously conducted in Nigeria have concentrated on the impacts of the dependent variables, general academic performance, their impact on students' academic achievement in Keyboarding in Colleges of Education has been slightly neglected.

To determine the effect of students' time management and instructional facilities on students' academic achievement in Keyboarding, a study was conducted in state owned Polytechnics of Southwest, Nigeria. A survey was carried out using a sample of 850 second year students. Results of a regression analysis showed that instructional facilities and students' time management significantly contributed to academic achievement of the students in Keyboarding³². An investigation was equally carried out on the effect of academic staff quality on students' academic achievement in Keyboarding in Colleges of Education in Southwest, Nigeria. The results from the study showed that academic staff quality have positive effects on students' academic achievement in Keyboarding³³. Results from most

research studies carried out on students' academic achievement in Keyboarding indicate that quality of academic staff and instructional facilities invariably influence students' academic achievement³⁴. In contrast to that, a study discovered that, though, academic staff quality will have significant positive effect on students' academic achievement, students' time management will not necessarily have significant positive effect on students' academic achievement in subjects requiring motor coordination and computations, which include Keyboarding³⁵. In contrast to this general trend, some studies have found little or no relationship between instructional facilities and students' academic achievement, while others have revealed in their studies on the relationship between students' academic achievement and attitudes towards Keyboarding, and found no relationship between instructional facilities and academic achievement³⁶.

It was at the backdrop of these findings that the researcher intends to investigate how instructional facilities, academic staff quality and students' time management will determine students' academic achievement in Keyboarding in College of Education in Southwest, Nigeria.

1.2 Statement of the Problem

The standard of Business Education in Colleges of Education seems to be declining due to perceived poor academic achievement and mastery of necessary skills in Keyboarding. The issue of declining academic achievement of Business Education students in Keyboarding skills acquisition signifies a critical impediment to national development since Vocational and Technical Education contribute majorly to economic growth. Poor academic achievement in Keyboarding is now giving Business Educators and other stakeholders a serious concern. A careful look at our educational system shows that many schools are

struggling with limited resources including instructional facilities (computers, cabinets, etc.). Students' enrollment in some practical oriented courses like Business Education has out-paced the available facilities and academic staff. Quite often, teachers fail to make proper planning of their time such that tasks including teaching are not performed according to level of priority and lessons are ill-scheduled. The problem of poor academic achievement and declining students' interest in Keyboarding might be as a result of poor learning situation created by limited instructional facilities, quality of available academic staff and poor time management.

Although, research studies exist on the contribution of each of the independent variables - instructional facilities, quality of academic staff and time management on students' academic achievement in Business Education, many of these studies were conducted in secondary schools and also in other subject areas other than Keyboarding. Research have shown that not many studies examined the contributions of instructional facilities, quality of academic staff and time management on students' academic achievement in Keyboarding in Colleges of Education in Southwest, Nigeria. Also, the moderating influence of ownership on the contributions of independents variables to dependent variable have not been well explored by previous studies.

Hence, this study investigated the impact of instructional facilities, quality of academic staff, students' attitude and time management on students' academic achievement in Keyboarding in Colleges of Education in Southwest, Nigeria.

1.4 Aim and Objectives of the Study

The aim of this study is to investigate the extent to which Instructional Facilities (availability, adequacy, utilisation), Academic Staff Indices (qualification, publication,

years of experience), Students' Attitude (positive, negative) and Time Management (punctuality, regularity) could determine Students' Academic Achievement in Keyboarding in Colleges of Education, Southwest, Nigeria. The objectives of this study were to:

- i. ascertain the level of availability, adequacy and utilisation of instructional facilities for teaching of Keyboarding in Colleges of Education in Southwest, Nigeria;
- ii. examine the level of Academic Staff Indices in Colleges of Education, Southwest, Nigeria;
- iii. identify the level of students' time management in Colleges of Education, Southwest, Nigeria;
- iv. determine the level of attitude of students towards Keyboarding in Colleges of Education in Southwest, Nigeria;
- v. identify the level of students' academic achievement in Keyboarding in Colleges of Education in Southwest Nigeria;
- vi. ascertain the joint influence of instructional facilities (adequacy) and time management (punctuality and regularity) on students' academic achievement in Keyboarding in Colleges of Education in Southwest, Nigeria;
- vii. establish the relative influence of instructional facilities (adequacy) and time management (punctuality and regularity) on students' academic achievement in Keyboarding in Colleges of Education in Southwest, Nigeria;
- viii. determine the significant joint influence of instructional facilities (adequacy), students' attitude (positive, negative) and time management (punctuality and

regularity) on students' academic achievement in Colleges of Education, Southwest, Nigeria;

- ix. determine the significant relative influence of academic staff indices (qualification, publication, years of experience) and instructional facilities (utilization) on students' academic achievement in Colleges of Education, Southwest, Nigeria; and
- x. establish the institutional ownership difference (federal and state) on student's academic achievement in Keyboarding in Colleges of Education, Southwest, Nigeria.

1.4 Research Questions

Answers will be sought to the following research questions.

1. What is the level of availability, adequacy and utilisation of instructional facilities for teaching of Keyboarding in Colleges of Education in Southwest, Nigeria?
2. What is the extent of academic staff indices on Students' Academic achievement in Keyboarding in Colleges of Education, Southwest, Nigeria?
3. What is the level of students' time management in Colleges of Education, Southwest, Nigeria?
4. What is the level of students' attitude towards Keyboarding in Colleges of Education in Southwest, Nigeria?
5. What is the level of students' academic achievement in Keyboarding in Colleges of Education in Southwest Nigeria?

1.5 Hypotheses

The following hypotheses were tested at 0.05 level of significance.

- H₀1: There will be no significant joint influence of instructional facilities (adequacy) and Students' Time Management (punctuality and regularity) on students' academic achievement in Keyboarding in Colleges of Education in Southwest, Nigeria.
- H₀2: There will be no significant relative influence of instructional facilities (adequacy) and Students' Time Management (punctuality and regularity) on students' academic achievement in Keyboarding in Colleges of Education in Southwest, Nigeria.
- H₀3: There will be no significant joint influence of instructional facilities (adequacy), students' attitude (positive, negative) and time management (punctuality and regularity) on students' academic achievement in Colleges of Education, Southwest, Nigeria.
- H₀4: There will be no significant relative influence of academic staff indices (qualification, publication, years of experience) and instructional facilities (utilization) on students' academic achievement in Colleges of Education, Southwest, Nigeria.
- H₀5: There will be no significant difference in institution ownership (federal and state) on students' academic achievement in Keyboarding in Colleges of Education, Southwest, Nigeria.

1.6 Significance of the Study

The study should be of great benefit to the following stakeholders - National Commission for Colleges of Education (NCCE), School administrators, Keyboarding lecturers, up-coming researchers as well as Business Education students.

This study should be of immense benefit to the National Commission for Colleges of Education which is the regulatory body for Colleges of Education in Nigeria as it will reveal the available instructional facilities, how adequate they are to cater for the growing students'

enrollment and Keyboarding instructional delivery in Business Education. The study should also reveal the quality of teachers in terms of instructional facility usage and time management on students' academic achievement. This will enable them to take adequate measure against defaulting institutions during accreditation exercise as regards compliance with stipulated facilities needed for curriculum implementation.

Administrators of Colleges of Education especially those offering Business Education will also benefit in the findings of this study as it will reveal the true state of affairs as regards availability of instructional facilities and quality of lecturers being used for the implementation of the programme. Results of this study will also assist administrators of Colleges of Education to put in place required instructional facilities, qualified personnel and ensure programme organization that could ensure effective Keyboarding instruction which will invariably lead to enhancement in students' academic achievement in Keyboarding.

The study should be of great help Business Education Lecturers to identify the effect of non-availability and inadequacy of instructional facilities, equipment and supplies on implementation and quality of business education programme especially in the aspect of practical oriented courses like Keyboarding. This will enable them to demand for adequate provision of instructional facilities and equipment as well as more qualified staff for effective implementation of the programme in colleges of education and other tertiary institutions.

The findings of this study should be useful to future researchers; especially those who intends to carry out further studies on instructional facilities, quality of academic staff and time management as well as Keyboarding aspect of Business Education because it will serve as literature review and will assists researchers in gaining insight into the concepts under investigation, clarify the relationship among the variables and establish the gaps left behind.

The result of this study would serve as a reference point to researchers who might want to carry out further studies related to the contributions of instructional facilities, quality of academic staff and time management to students' academic achievement in Keyboarding in other institutions of higher learning.

This study should reveal to the students the importance and effect of instructional facilities on academic achievement. This will enable them to make appropriate use of facilities provided and develop right maintenance culture to ensure durability of available instructional facilities. Findings on time management will assist students to judiciously make use of time resource appropriately by making sure that academic activities are organized according to priority which will in turn bring about improved academic achievement in Keyboarding.

1.7 Scope of the Study

The study was conducted in Colleges of Education in Southwest, Nigeria in three selected states namely: Lagos, Ogun and Oyo, as these states have both state and federal Colleges of Education. The selected states equally share boundaries and have the same cultural belief, which indicate that findings from this study can be generalised to other states in Southwest, Nigeria. The study made use of Business Education lecturers and second and third year students in the selected institutions, the population from which representative sample was selected.

1.8 Limitation of the Study

During the course of this study, quite a number of difficulties were encountered which include difficulty in the administration of the achievement test. There was also a problem in researcher having direct access to the computer systems in the Keyboarding studio as there

was no opportunity to test the functionality of the systems before use. Another problem encountered was the refusal of all the institutions in allowing the researcher to print out the achievement test. There was a problem of reluctance in releasing the data on number of items in the studios. There was also a problem of constant travelling amidst insecurity in the country coupled with high cost in transport fare. There was also a delay in retrieval of the completed instruments. There were obstacles encountered during the administration of the achievement test as there was constant power outage when the tests were to be administered and there was no opportunity and chance of using their generating sets.

1.9 Operational Definition of Terms

Instructional Facilities: this refers to physical facilities and instructional materials that facilitate effective teaching and learning of Keyboarding as specified by NCCE. Availability, adequacy and utilisation of such facilities were considered in this study.

Lecturers' Indices: in this study, lecturers' indices refer to the academic qualities of the Business Education lecturers in Colleges of Education who have requisite academic and professional qualifications needed to perform academic roles in any higher institution. In this study, publication, qualification and years of experience of the academic staff were considered.

Academic Achievement: this refers to Business Education students' academic achievement after being exposed to practical test in Keyboarding.

Institution Ownership: institution ownership in this study was classified into public Colleges of Education in Southwest, Nigeria.

Time Management: in this study, time management refers to how students utilise their time for maximum academic achievement especially with regards to their punctuality and regularity in class and when performing a task on the computer system.

Keyboarding: this is a psychomotor subject which involves practical test where students perform task on the computer system using the keyboard.

Attitude: this refers to the perception of the students on Keyboarding as a course which might be positive or negative.

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Chapter Two

Literature Review

This chapter deals with the review of related literature on instructional facilities, quality of academic staff and students' time management as they relate to students' academic achievement in Keyboarding in Colleges of Education in Southwest Nigeria. It covers the conceptual review, theoretical review, review of empirical studies, conceptual model and review of summary of literature, as highlighted below:

2.1 Conceptual Review

2.1.1 Concept of Keyboarding Education

2.1.2 Concept of Students' Academic Achievement

2.1.3 Concept of Instructional Facilities

2.1.4 Concept of Academic Staff Quality

2.2 Theoretical Review

2.2.1 Engagement Theory

2.2.2 Human Capital Theory

2.2.3 Systems Theory

2.3 Review of Empirical Studies

2.3.1 Academic Staff Quality and Students' Academic Achievement

2.3.2 Time Management and Students' Academic Achievement

2.3.3 Instructional Facilities and Students' Academic Achievement

2.3.4 Students' Attitude and Students' Academic Achievement

2.3.5 Keyboarding Education and Students' Academic Achievement

2.3.6 NCCE Benchmark for Minimum Academic Standard (NCCE-BMAS)

2.4 Conceptual Model

2.5 Summary of Literature Reviewed

2.1 Conceptual Review

The following concepts were reviewed.

2.1.1 Concept of Keyboarding Education

In the past, teachers prepared students for the business world by ensuring that they were capable of handwriting letters through the use of cursive and print¹. As technology gave way to Typewriters, teachers began to prepare students for careers by teaching them to properly type letters on Typewriters. Today, technology has led to the use of computers in nearly every business industry². With the widespread use of computers, it has become a necessity for students to know how to properly use this technology, including the proper use of the keyboard. Keyboarding is an invaluable skill among those in the workforce, as it is used to type business correspondences, e-mails, memos, track expenses and create websites. Keyboarding, however, is also an extremely important skill to have in college as typing is necessary for college reports, research, e-mailing and even note-taking³. While most college students in today's world know how to operate computers and type, many may not know the proper techniques and finger strokes for maximum typing speed and accuracy⁴. Following proper Keyboarding technique will not only increase speed and accuracy, but prevent injuries and strains related to the repetitive and time-consuming typing that every college student experiences⁵.

The first step to learning proper Keyboarding technique is to understand the layout of the keyboard itself. There are several different types of keyboard layouts, but the most common is known as the "QWERTY" layout^{6,7}. With this layout, the majority of usage lays

within the top and middle rows of keys, with the left hand doing approximately 66% of the keystrokes⁸. When the basics of keyboard layout, posture, and hand placement have been established, it is time to begin typing. Accuracy and speed are not important for beginners, as the basics of keyboarding are focused more on developing proper technique and finger strokes. Although intermediate keyboardists are familiar with the basic concepts of Keyboarding, they require continual practice to maintain the fundamental knowledge they have gained⁹.

More complicated sentences featuring a variety of punctuation, capitalisation, and special characters can be introduced into practice tests. Intermediate level punctuation includes the use of the "shift" key in combination with keys that have other uses¹⁰. Students at this level also begin to increase their typing speed and accuracy as they gain further knowledge of keyboard functions. After the basics of keyboarding have been mastered, the most important step to improving Keyboarding skills is simply practice¹¹. The more a keyboardist practices, the faster and more accurate he becomes. For those with advanced Keyboarding skills, speed and accuracy become increasingly important¹².

Keyboard shortcuts are often used to make computer operations much faster. It takes time for a person that is typing to stop and use a mouse to perform another function. Since both hands are already on the keyboard while typing, these shortcuts are ideal for those who spend a lot of time working with computers. Many of the shortcuts are universal and used within many applications¹³. For instance, the keys CTRL+V when pushed in unison enable a person to paste text in a word processing application, blank e-mail, social media platform, or other website. The same applies to shortcuts such as CTRL+A to select text, CTRL+C to copy text, and CTRL+F to find specific text on a page. While there are many keyboard

shortcuts that are universal, there are also more specialized shortcuts for specific applications or operating systems that can be very useful for those who use them frequently¹⁴. When saving a document in most word processors, a person attempting to save a file will click the "file" menu and locate the "save" option. Many people simply click the "save" button and do not think twice; however, upon closer inspection, one will see that beside the text that states "save" there is also text that says CTRL+S on the right-hand side of the text. These codes listed beside the text are often the quickest and easiest way to learn the use of keyboard shortcuts¹⁵.

Keyboarding skills refer to the ability to key in information in the memories of the computer with minimum effort and energy use. There was an opinion that students can be considered as skilled keyboard users when they are able to accurately key in data into the memories of the computer in a minimum time, with minimum use of energy and with high degree of consistency and flexibility¹⁶. Keyboarding is a long life skill. It has evolved from a transcription typing skill where student typed hand-written letters into a generative typing skill involving composing original thought at the keyboard¹⁷. Technologically, progress and development has not resulted in information being made available and easier, but it has put more pressure on computer user to develop skills (such as Keyboarding skill) in order to best utilize good business transaction and to improve communication, for example, the use of e-mail to interact through the help of keyboard¹⁸. The key to success when living in such a computer-centric world is to be able to interact effectively and efficiently through well-developed Keyboarding skills. Unlike the days gone-by, that Keyboarding was considered as that ensured a students position for typing someone else's letter, typing has become an integral part of our daily lives, Keyboarding is no longer a routine for transferring ideas from

scribble to print. The average computer user spends at least hours a day actively engaged in computing at work¹⁹.

The computer Keyboard and Mouse are devices common in everyday use of computers. They are widely used for simple activities like launching applications or programmes, shutting down the computer and closing programmes as well as for complex activities like graphic designing and programming²⁰. They are seen to be the most widely used devices of the computer system. Consequently, for one to be very good in using the computer, he or she has to learn and practice in order to improve upon his or her keyboarding and mouse movement skills. In today's classroom, students are expected to produce handwritten work and computer-generated work as necessitated by demands of assignments and testing. Students who have difficulty handwriting and keyboarding may face challenges meeting these student occupational demands²¹. Students struggling with handwriting development often have difficulty completing classroom assignments and may avoid academic tasks all together, thus decreasing overall academic performance in school²². With increasing numbers of computers available in the classroom and at home, keyboarding is an accessible option for students of all abilities²³. For keyboarding to be an effective alternative to handwriting, a level of keyboarding proficiency is required. Students are expected to write essays using word processors in addition to computer-based testing. Since school curriculums are incorporating more assignments and projects that require keyboarding skills, keyboarding competency is important for all students²⁴. Since it is commonplace for all students to be using computers to meet educational demands, it is critical that effective keyboarding instruction be determined both for struggling and non-struggling students. Keyboarding

instruction and sufficient practice opportunities are crucial for developing keyboarding proficiency in students struggling with handwriting skills²⁵.

2.1.2 Concept of Students' Academic Achievement

Communication and some internal factors which include students' competence in English Language, class schedules, class size, class test results, learning facilities, homework, environment of the class, complexity of the course material, teachers' role in the class, technology used in the class and examinations systems²⁶. Learning facilities was found out that students' academic performance is significantly correlated with satisfaction with academic environment and the facilities of library, computer laboratory, etc. in the institution. The academic environment is effective in students and has positive relationship with their education and grade level.

Proper guidance was posited that students' academic accomplishments and achievements, perceptions of their coping strategies and positive attributions and background characteristics (i.e., family income, parents' level of education, guidance from parents and number of negative situations in the home) were indirectly related to their composite scores, through academic achievement in high school²⁷. Family stress are the socio-economic factors like attendance in the class, family income, parental educational level, teacher-student ratio, presence of trained teacher in school, sex of student and distance of school can also affect the performance of the students. Academic success of graduate student will be enhanced if the optimal health related barriers are low²⁸.

Shortage of teachers implies that most of the higher institutions that offer Business Education programme suffer shortage of qualified teachers²⁹. The few teachers available cannot effectively impart the desired knowledge, skills and competences on the students. For

example, teachers in Business Education that are based in Accounting and Marketing Education teach courses like Executive Office and Advanced Shorthand Transcription in Office Education³⁰. As a result Business Education graduates are not having adequate knowledge, skills and competence to meet the standards of labour market³¹. The excessive workload of teaching and supervision of students' projects that rest on the few teachers available reduce their effectiveness in teaching³².

Teachers' qualification and experience is the educational and professional qualifications of teachers which affect teacher quality. This is the case in most institutions where part-time teachers are hired instead of full time teachers. In Business Education, teachers are expected to be well equipped with high level of theory and also a strong operational ability. Therefore, in a situation where a teacher lacks one, it may result to poor teacher quality³³. Year of experience is the number of years of experience of teachers that contributes immensely to teachers' quality. An inexperienced teacher does not know how to and what to teach and these factors constitute to poor teacher quality. Academic staff are expected to be highly experienced and well-exposed to be able to disseminate knowledge effectively and efficiently well³⁴.

Lack of supervision of teachers is when there is no structure on ground to adequately monitor or supervise academic staff in order to ensure qualitative teaching. It was observed that once a teacher is employed, he is assigned courses to teach, and nobody cares to monitor or supervise what he teaches³⁵. If such a teacher is inexperienced, and not supervised, the students are at a risk of learning things that may not lead to the desired knowledge, skills and competence. In another dimension, academic staff take up visiting appointments to two or more institutions, thereby ignoring their primary assignment where they take up tenure

appointment. This can seriously affect teacher quality. There is still poor image of business education in the eyes of the general public, most especially, Keyboarding. It was noted that the new policy document on education recognises the general public attitude that regards Business Education as somewhat inferior to other types of education³⁵. There is still a strong tendency towards white-collar-jobs as a result of low status associated with Vocational Education. This attitude of people towards Keyboarding significantly contributes to the problem of teacher quality.

A quality teacher, in other words, means teacher mastering the subject he teaches and how to teach it to the students, understand how students learn and what to do when they are having difficulties, be able to use effective teaching methods for those who are learning easily³⁶. Teacher quality is an important determinant of students' academic achievement. In order to effectively improve academic staff qualities in Business Education programme, the following are recommended³⁷. Government should encourage teachers with special allowances and enhanced salaries as it is obtainable in other professions. This will encourage the subsequent graduates of Business Education to take up tenure appointment as teachers in Business Education instead of rushing to industries for employment. Once this is put in place, it will reduce the workload in teaching and supervising students on the few teachers available, thereby creating more time for the teachers to conduct researches, so as to improve the quality of teaching and learning³⁸.

The College Management should ensure that only qualified and experienced teachers that possess very high level of theory, practical and strong operational ability are recruited to teach Business Education courses. Subsequently, they should be encouraged to participate in international conference/workshop and several local conferences and seminars to update their

knowledge, skills and competencies³⁹. Academic staff should be motivated with very conducive environment that accommodates teaching/learning activities. Also adequate teaching/learning facilities such as computers, internet and good teacher-student relationship will improve the zeal and the interest of students to learn and excel⁴⁰. Academic staff should be well supervised. A structure should be put in place by the College Management and supervisory team from National Commission for Colleges of Education to monitor and supervise teachers to ensure qualitative teaching. Teachers should not be allowed on their own to teach anything they feel. The curriculum should be strictly followed and implemented⁴¹. Government should educate the public on the usefulness of Business Education to individual, community and the nation at large; provides all the necessary teaching and learning equipment and possibly award scholarship/grants to Business Education lecturers and students⁴².

Leadership is a relationship through which one person influences the behaviour or actions of other people. One of the critical roles of management is to create a work environment that will endear the institution to employees. It also includes influencing these employees' decision to be committed and remain with the institution even when other job opportunities exist outside the institution. It was observed that the role of leadership and supervisor is crucial in academic staff retention^{43,44}. Employees are more likely to remain with institutions if they believe that management shows interest and concern for them, if they know what is expected of them, if they are given a role that fits their capabilities and if they receive regular positive feedback and recognition. The quality of relationship an employee has with the management elongates employee stay in the institution⁴⁵.

Work Environment is one of the factors that affect academic staff decision to stay with the institution. Productivity and efficiency are directly affected by how people work, and this equally is affected by their work environment. This may include issues such as office space, equipment, air conditioning, comfortable chairs, etc. Many people are dissatisfied if working conditions are poor⁴⁶. Working environment that is comfortable, relatively low in physical psychological stress, facilities and attainment of work goals will tend to produce high levels of satisfaction among employees. In contrast, stressful working environment result to low level of satisfaction. Academic staff also requires comfortable office space, research and book support to be able to access latest information for their teaching and research outputs⁴⁷.

Salary and attractive remuneration packages are one of the very important factors of academic staff retention because it fulfills the financial and material desires⁴⁸. Dissatisfaction with salaries is one of the key factors undermining the commitment of academic staff to their institutions and careers, and consequently their decision or intent to leave or stay⁴⁹. Promotional Opportunities refers to the degree an employee perceives his or her chances to grow and be promoted within the institution. Employees expect to work in jobs that provide them with opportunities to be promoted to new and challenging positions. There was a strong argument that people should not only be rewarded financially but they should also be offered opportunities to grow within the institution⁵⁰. Employees who feel stagnant in their positions generally are not motivated and will not stay in unfulfilling position. Promotion offers opportunities for growth and it's also one of Herzberg's motivators which can be used to enhance employees' retention. Promotion for academic staff is dependent on teaching, research and publications. However, due to financial constraints,

non-prioritisation of research by government and inadequate publishing facilities, publishing of refereed articles has become a monumental challenge for academic staff⁵¹.

Training and development is considered a form of human capital investment whether that investment is made by the individual or by the management. Training provides employees with specific skills or helps to correct deficiencies in their performances, while development is an effort to provide employees with abilities the organisation will need in the future⁵². The purpose of training in the work context is to develop the abilities of the individual and to satisfy the current and future manpower needs of the institution. Opportunities for training and development are among the most important reasons why employees stay in the institution especially young and enthusiastic ones. Investment in training is one of the ways to show employees how important they are⁵³. One of the factors that Herzberg identified as an important motivator is the advancement opportunities. By offering training and development opportunities the academic staff will feel that the institution is investing in him or her and that there are opportunities, for growth within the institution and hence gives meaning to the current job.

Ideas and innovations are the professional development engine that keeps the institutions true and alive to their mandate⁵⁴. Without efforts in this direction, intellectual capital can stagnate and the relevance of colleges to society may diminish. Faculty members thrive on intellectual and collegial stimulation from their peers when they attend professional activities, national and international research meetings. Thus, development activities for faculty members continue to be an important aspect associated with their professional work lives⁵⁵. Autonomy is the degree to which an employee exercises power relative to his or her job. It is defined as the ability of employees to set organisational goals and to structure the

organisation to maximise professional concerns. It refers to increased feelings of personal responsibility and the degree to which the job provides substantial freedom, independence and discretion to the individual to schedule work and determine the procedures used in carrying the work out⁵⁶. Faculty autonomy refers to the ability of the academic staff to decide work patterns, actively participate in major academic decision making, to have work evaluated by professional peers, and to be relatively free of bureaucratic regulations and restrictions⁵⁷.

Employee recognition is the timely, informal or formal acknowledgement of a person's or teams behaviour, effort that supports the organisation's goals and values, and which have clearly been beyond normal expectations. Appreciation is fundamental human need and employees respond to appreciation expressed through recognition of their good work because it confirms that their work is valued. Employees tend to stay in organisations when they feel that their capabilities, efforts and performance contributions are recognised and appreciated by others. They want a sense of accomplishment. It was argued that compensation provides recognition but other forms of non- monetary recognition are also important⁵⁸.

A quality syllabus and course outline is necessary to ensure quality of education. The syllabus must meet the international standard so that the programme is recognised globally. Moreover, the syllabus must be objective oriented so that the graduates get proper value in the job market⁵⁹. The faculty members, who will be teaching the courses, must be well qualified. They must have adequate academic qualifications with remarkable results in relevant fields. Practical and professional knowledge from corporate world is also essential⁶⁰. Quality of any service depends on discipline. A strictly maintained administrative system is

necessary for both students and teachers so that the institution runs smoothly. Quality education cannot be ensured if the students are not attending the class or the teachers are not giving proper time or not taking class regularly. System should be developed in such a manner so that the components follow the academic system in the institution⁶¹. Not all students deserve to study any course. There are some minimum qualifications and pre-requisites. The institution must be selective in admitting students for their education programmes. Entry examination, track records, pre-requisites etc. can be applied to scrutinize the applied students and select the proper candidates for the programmes⁶². Infrastructure and facilities are the logical support for both students and teachers. Adequate classrooms, examination hall, library, computer laboratories, research laboratories, multimedia support, air-conditioner, online communication, auditorium, students' lounge, canteen etc. are very essential logical supports. If an institution does not provide these supports, it cannot provide qualitative education⁶³.

An institution needs different logical supports from the Government. Thus an influential governing body should be there so that institution can keep liaison with the ministry and the government. A balanced strategic executive committee is also essential which will provide financial and logical support to the institution as a qualified administrative and management body is essential to run the institution properly⁶⁴.

Any quality management system should have a check and balance method. An independent third party can serve the purpose. Accreditation Council is such type of assurance body. Ratings from Accreditation Council can also be a criterion for quality assurance of education. National Commission for Colleges of Education (NCCE) takes charge of the Colleges of Education⁶⁵. One of the evaluation criteria could be the market

demand of the graduates. After completion of the programme, how many graduates are being employed by the renowned corporate houses? Definitely all the students make way of their career paths but not all of them are captured by the renowned corporate houses. Here, the market value of the graduates is determined by the academic institution. There are some corporate houses which specifically mention some institutions to seek resume. So, this can be a quality parameter to measure the quality of education of any institution⁶⁶.

Admission percentage in different foreign institutions can also be a criterion for evaluation of an institution's educational quality. Many students apply for higher education after completing their programmes, but the renowned foreign institutions have pre-requisite for admission and do not accept all the education programmes. In this case, how the number of students from a specific institution that are admitted in foreign institutions, can be an evaluation of criteria for educational quality⁶⁷. One of the important parameters of evaluation of an institution is the range of research work and related publications. Most of the renowned institutions are rich in research work and publications. The more the institution is research oriented, the more prestigious the institution is. Quality research work requires quality researcher and well equipped facility and fund to carry on the research work⁶⁸.

Some students may wish to migrate from one country to other and may wish to transfer his/her credit to the new country. But the new institution may not accept the credit of an institution that they consider as non-qualified as per their standard. Thus, acceptance of credit can be an evaluation criterion for an institution⁶⁹. Some institutions have affiliation with other international institutes. All institutions cannot qualify for affiliation with a standard institution. Thus, affiliation with a standard and renowned institution can be an evaluation criterion for an institution educational quality. Monitoring is referred to as the

process of collecting data at intervals about ongoing projects or programme within the educational system. The aim is to constantly assess the level of performance with a view to finding out how far set objectives are being met⁷⁰. Supervision might involve inspection, but it goes beyond inspection and includes attempt at bringing about improvement in the quality of instruction. It involves staff as essential part of the process. It is a way of advising, grinding, refreshing, encouraging and stimulating staff⁷¹. Inspection usually involves an assessment of available facilities and resources in an institution with a view to establishing how far a particular institution has met prescribed NCCE standards. It is more of an assessment rather than an improvement induced exercise⁷².

The issue of quality control cannot be over-emphasized as it is one of the strategies for establishing Quality Assurance in educational system at all levels. There was a view that quality control should be of concern to the country in its drive towards educational development⁷³. For this to be successfully carried out, there is need to examine the qualification of teachers, adequacy of the curriculum, availability of equipment in the required number as well as the proper use of the processes involved in the various skills to ensure that education are of high standard. Access and equity is the trend of students transiting from colleges to other levels of education has not been encouraging as it has been falling short of the expectation, as the issue at the tertiary level presents a situation that calls for concerns in terms of variation in access at the Universities⁷⁴. Planning this is an essential aspect of good educational management. It requires the ability of the management to look ahead and be able to formulate and select appropriate objectives and procedures to be followed within the college system⁷⁵. Organising is the ability of the college educational management to create structural work, that is, focus attention on the structure and process of

allocating tasks to achieve common objectives⁷⁶. Staffing is another essential role of educational institutions. It requires his ability to search for the right people and to place them on the right job both in quality and quantity which would reflect their experience and capability for the college objectives to be achieved⁷⁷. Evaluating is the ability to assess and know the outcome of the school aims and objectives. It is based on available data which are used to form conclusions which could be formative or summative. The aim of evaluation, a quality assurance strategy, is to see how the system can be assisted to improve on the present level of performance^{78,79}.

2.1.3 Concept of Instructional Facilities

A library was described as a building or room in which collection of books, tapes, newspapers etc. are kept for people to read, study or borrow. Library is an essential factor in teaching-learning process. It forms one of the most important educational services. The educational process functions in a world of books^{80,81}. The main purpose of a college library is to make available to the students, at his easy convenience, all books, periodicals and other reproduced materials which are of interest and value to him but which are not provided or assigned to him as basic or supplementary textbooks⁸². The importance of library has been demonstrated by the government when she expressed in the National Policy on Education that every state Ministry needs to provide funds for the establishment of libraries in all her educational institutions and to train librarians and library assistants. As a resource, it occupies a central and primary place in any college system. It supports all functions of school-teaching and provides service and guidance to its readers⁸³.

A library must be up-to-date and at the same time allows access to older materials. It must be properly supported financially to fund materials and services among others⁵⁵. While

itemising the types of libraries, it was opined that library in whatever form, has replaced the traditional method of 'chalk and talk' teaching in imparting knowledge to students, that its effect on academic performance need not to be over-emphasized⁵⁶. It was concluded that a well-equipped library is a major instructional facility which enhances good learning and achievement of high educational standard. It was iterated that school libraries may not be effective if the books therein are not adequate and up-to-date as its impact may only be meaningful if the library could be opened to the students always for a considerable length of time in a school day⁵⁷.

A library is identified as an instructional resource which may significantly influence students' academic performance⁵⁶. In a study on the relationship between instructional facilities and students' academic performance, it was discovered that library correlates with academic achievement and those schools with well-equipped library normally maintain high academic achievement⁵⁷. In another study on raising school quality in developing countries, it was found that collection of books kept for reading in the library is related to academic performance⁵⁸.

Textbooks constitute important tool for academic achievement. Many writers have variously highlighted the contributions of textbooks to academic achievement⁵⁹. Studies have revealed in some instances, that textbooks provide the only source of information for students as well as the course of study for the subject. On exploring the effects of textbooks and other factors on student achievement gain, it was opined that nothing has ever replaced the printed word as the key element in the educational process and, as a result, textbooks are central to schooling at all levels⁶⁰. It was equally revealed that students who had used more than two

textbooks were almost three times as likely to pass 67 per cent graduating examination compared to students who had no textbooks in schools with only 24 per cent graduating⁶¹.

Writing on teachers' reliance on textbooks, it was stated that those seeking to improve the quality of education believed that improvements in instructional materials would inevitably lead to changes in actual teaching⁶². For many teachers, textbook can provide an excellent and useful resource, without usurping the position of the teacher. While the selection of a textbook has been adjudged to be of vital importance to academic performance, it is sad to say that relevant textbooks are not available for teaching and learning activities⁶³. Lack of relevant textbooks could be identified with the high costs. When this happens, students may not afford to purchase the recommended textbooks, the implication, therefore, is that the teacher will serve as the only source of information⁶⁴. Where the teacher is the only source of information, his selection of a textbook may be biased. Biased in the sense that his selection may be based on reasonably unsatisfactory criteria such as its attractiveness in terms of colour, print, photograph, the author's qualifications and the recognition he has accorded in some other publications⁶⁵.

The success of any educational endeavour rests on the availability of physical facilities especially the school building⁶⁶. The availability of the school building and other plans contribute to good academic performance as they enhance effective teaching-learning activities⁶⁷. School buildings with aesthetic conditions, playground, lavatory, etc. usually contribute to achieving higher educational attainment by the students. The total environment within a school building should be comfortable, pleasant and psychologically uplifting. It should provide a passive physical setting that is educationally stimulating, it should produce a feeling of well-being among its occupants, and it should support the educational process⁶⁸.

Laboratory/studio is essential to the teaching of keyboarding and the success of any vocational course is much dependent on the laboratory provision made available for it⁶⁹. To maintain and arouse the interests of students in subjects involving laboratory/studio work, the teacher should be effectively involved in order to transfer knowledge and facts to learners for a good academic performance⁷⁰. The teacher assumes a position of dispenser of knowledge with the laboratory/studio serving the function of drill or verification. The teacher assumes the position of guide to learning and laboratory as a place where knowledge is discovered⁷¹.

Adequate space for productive working has a consistent correlation between the quality of a building and students' academic performance, research shows an even stronger link between teacher work space and students' academic performance. Effective teaching takes place when teachers have enough space for student to learn⁷². Classroom-based workspaces should be designed for use by an individual teacher, as a shared space for several teachers, or as a temporary place for teachers who carry their materials with them. Adequate storage should be provided in the forms of file cabinets, closets and cupboards as teachers engage in wide varieties of activities that demand some level of privacy. Storage spaces for teachers and students should be designated and clearly marked⁷³.

School facilities are situations when students are learning within less than desirable facilities, thereby, student academic achievement is clearly less of focus⁷⁴. As well, teachers show very little motivation towards teaching and supporting student learning. It was discovered that comfort factors in the school building design appeared to have more of an effect on student achievement than structural factors. The comfort factors included schools that were located in less noisy locations, were air conditioned, had less graffiti and classroom furniture and student lockers in good repair⁷⁵. Temperature within the school building,

heating and air quality are rated as more important individual elements affecting students' academic achievement. Thus, building conditions are important factors in a school environment. Poor indoor air quality within a building is also known as sick building syndrome. Buildings that are labeled as "sick" contribute to the decrease in students' academic achievement and an increase teacher attrition. Teachers placed in facilities that require extensive repair, often facilitate a hopeless state for improved conditions and ultimately impacts their ability to improve instruction in such working conditions⁷⁶.

2.1.4 Concept of Academic Staff Quality

Academic staff age has witnessed tremendous low job efficiency among the workers and many researchers have tried to find the reasons behind the alarming rate of low job effectiveness⁷⁷. Searching to identify the variables related to the cause of this problem, age has been discovered to be one of the potent factors. Obvious answer to the question is to whether mental decline a normal part of age⁷⁸. Forgetfulness occurs at all ages, and changes in mental function that an older person may experience are not usually from dementia. While some memory loss is common in later life, most elderly people live out their lives in complete control of their mental abilities⁷⁹. Younger people usually surpass older ones in the speed at which they recall specific facts. But, if the timer is taken away, older people generally perform at least as well as their younger counterparts. In fact, with appropriate education and training, healthy older brains continue to learn, to remember, and even to improve specific abilities. The reason, being that most developed countries do not care about the age of a teacher^{80, 81}. In a study on teachers' age, teachers age was grouped into three levels – young age, middle age and old age⁸². The study revealed that middle aged teachers

were perceived by learners to be more effective in classroom organisation, motivation, communication and competence⁸³.

Different studies have been conducted to explore the possible effect of age on academic staff. These studies have shown inconsistent results. Some of these studies showed that age is not a significant predictor of job effectiveness whereas others revealed age as an effective factor on job effectiveness, especially in Colleges of Education⁸⁴. There are three most cited quantitative reviews of this literature. A moderate positive relationship was found that age was largely unrelated to performance, while it was found that the age and performance relationship took an inverted-U shape^{85,86}. Age of academic staff considered one of the moderating variables. Therefore, it has become necessary to examine the extent to which age affects the academic staff job effectiveness in colleges of education⁸⁷.

Teaching experience refers to the number of years of teaching a teacher has attained in the classroom setting. There is variation in teacher effectiveness at every stage of the teaching career⁸⁸. So, not every inexperienced teacher is less effective, and not every experienced teacher is more effective. Nonetheless, policy makers generally craft policy for the norm, and therefore, it is important to recognise that, on the average, the most effective 20-year teaching experience teachers are significantly more effective than the most effective first-year teachers, and these positive effects transcends the experienced teacher's individual classroom to benefit the school as a whole⁸⁹. Researchers adopt different methods for specifying teaching experience in their analyses, including focusing on the early years only, with the later years capped; using indicator variables to group teachers into ranges of experience and applying individual indicators by years of experience⁹⁰.

An indicator variable is the artificial variable created by researchers to represent an attribute with two or more distinct categories⁹¹. An indicator variable is often used to represent the different categories of experience, for example, a variable for each year of experience, or a variable for teachers with more than four years of experience, etc. Including indicator variables for each year of experience for a teacher in a similar grade over time introduces challenges for researchers⁹². Specifically, the year variable (which controls for broad changes within the year, such as changes in testing or standards that might influence student achievement) and the teaching experience variable move together over time. As a result, these variables are perfectly correlated, which makes it difficult for researchers to separate the experience effect from the year effect⁹³.

Due to the continuous shift being experienced in the higher education landscape, the quality of job effectiveness has become an issue to be discussed from different perspectives by the concerned stakeholders⁹⁴. The importance of educational qualifications on academic staff job effectiveness cannot be understated. For instance, teaching qualifications and competence will help academic staff to become more professional rather than just a lecturer. The educational qualification possessed by an individual is regarded by the education researchers across the globe as one of the most important factors that can enhance the academic staff job effectiveness⁹⁵. The lecturers' educational qualification or level of education is defined as the highest educational degree obtained by a lecturer. In many countries like Nigeria, highly qualified college lecturers must have a minimum of Master degree. In Nigeria, and most African countries a minimum of master's degree is acceptable to be a college lecturer. However, because most of the teachers in the developed countries have a bachelor's degree in secondary schools, more recent studies have focused on whether

teacher or lecturers with a master's degrees or greater can have a significantly greater impact on their job effectiveness⁹⁶.

The quality of any staff in any institution is generally measured through obtained certificates as epitomised by output⁹⁷. This simply means that the quality of products of any institution is reflective of the quality of the producing institution. After all, one gives out what one has. He who has nothing practically gives out nothing⁹⁸. In the teaching industry therefore, we can safely infer that high quality job, no doubt, might pass through an equally high quality group of teachers in their corresponding high quality supporting job effectiveness⁹⁹. The trend of outcry in the Nigerian educational system is that the teaching profession has been made a dumping ground for all categories of job seekers and a stop-over camp for teachers seeking more lucrative employment. This has led to a fall in the standard of education. This shows that the qualification of a teacher is assumed to have an influence on the quality of job performed¹⁰⁰.

The Federal Government realised this fact and therefore stated in the National Policy on Education that teachers already admitted into the profession without the pre-requisite qualification must qualify within a stipulated time or leave the profession and that NCE must be the minimum entry qualification for teachers in Nigeria¹⁰¹. Also, it was further stated that all teachers in our educational institutions from primary level to the University will be professionally-trained. The quality of the students in every school is largely the reflection of the quality of the staff of that school. The literature reviewed so far has emphatically stressed the importance of qualified teachers to job effectiveness and quality education. There is no disagreement among the various authorities cited on the quality of performance as reflective of the teacher quality or qualifications. The view for achieving solid foundation for education

in any country has been expressed, teachers must be appropriately trained. It is only after this that one can consider the relationship between teachers' qualifications and job effectiveness in Colleges of Education relevant¹⁰².

In order to promote academic staff job effectiveness, it is very important to determine whether the level of education can significantly influence job effectiveness. Such understanding will help the development of new intervention in the Colleges of Education. Researchers and policy makers alike have regarded improving lecturers' quality, especially through acquiring higher relevant degrees as an important way to improve job effectiveness and thereby promote institution quality performance¹⁰³. There is a wide belief among educational researchers that improving lecturers' quality is the best way to improve the quality of performance in educational institutions. The rationale behind this idea is that lecturers' quality is an adjustable factor that can be improved through education and training. For instance, lecturers may be required to present certain qualifications or competencies in order to be eligible for employment. In some situations, external intervention and training programs could also be required for the already employed lecturers to retain their current employment¹⁰⁴. Therefore, academics have focused on improving lecturers' educational qualifications as a way to improve their job effectiveness. Meanwhile, academic qualification has been found to be one of the most important predictors of teachers' ability to understand and teach a subject effectively¹⁰⁵. It is essential for students to be given opportunities to study in the company of well educationally qualified teachers. There is a positive relationship between lecturers' level of education and their job effectiveness. This is based on the belief that the higher the educational qualifications a lecturer possessed, the greater his effectiveness¹⁰⁶.

Teaching experiences is positively associated with students' achievement gains throughout a teacher's career. Gains in teacher effectiveness associated with experience are most steep in teachers' initial years, but continue to be significant as teachers reach the second and often third decades of their careers¹⁰⁷. As teachers gain experience, their students not only learn more, as measured by standardized tests, they are also more likely to do better on other measures of success, such as school attendance. Teachers' effectiveness increases at a greater rate when they teach in a supportive and collegial working environment and when they accumulate experience in the same grade level, subject or district. More experienced teachers support greater students learning for their own students. Although, the research does not indicate that the passage of time will make all teachers better or incompetent teachers effective, it does indicate that, for most teachers, effectiveness increases with experience¹⁰⁸.

Expert teachers were significantly more effective at predicting classroom management events than novice teachers. This suggests that with years of experience, teachers develop a better understanding of classroom management, which enables them to anticipate issues and to adapt their classroom management practices accordingly¹⁰⁹. Along the same line, it was reported that years of teaching experience were positively associated with compromising and integrating; two positive conflict strategies within classrooms that are conceptually close to autonomy support-and negatively associated with obliging, which is conceptually close to control. Teaching experience also relates to general pedagogical beliefs, self-efficacy belief, and indirectly to practices¹¹⁰. We assume that the higher the teaching experience, the stronger the beliefs in constructivism and sense of efficacy; on the contrary, the higher the experience and the lower the emphasis on direct transmission beliefs.

One of the important factors which can contribute to job effectiveness is lecturers' academic attainment. It is believed that lecturers should have a wide and deep knowledge regarding the courses they teach. They also should possess practical experience, so their lesson will be more attractive. Lecturers are regarded as the most imperative school-based factor that influences students' academic achievement levels¹¹¹. They can help change students' attitude and help them to accomplish better performance. In order to do so, lecturers are expected to attain higher level of academic achievement which may reflect in their job effectiveness. Qualification and years of experience may also affect the efficiency of academic staff in Keyboarding. Several studies have found a positive effect of academic qualifications on students' efficiency and academic performance. Academic qualification has been confirmed to be a pointer to staff quality. It was examined whether teachers' qualifications have any relationship with their performance in organising instruction. Academic staff members who are qualified (that is; who have degrees in the areas they work) tend to exhibit more professionalism and maturity than those who find themselves in certain walks of life because they were not able to secure employment in their various fields of study¹¹².

The relationship among teachers' academic qualification, professional qualification, content knowledge, instructional quality, evaluation procedures, work value, classroom attendance and job performance on academic performance of secondary school students in Saki-West Local government area of Oyo State was examined¹¹³. The study adopted a descriptive research design of correlational type. The secondary school teachers in Saki Township were selected, using multi-stage sampling techniques, and 718 out of 2,456 teachers working in this local government were randomly selected¹¹⁴. The Teachers'

Characteristics Scale ($r = 0.80$) was used as a measure of teachers' characteristics. Correlation and Multiple regressions were used as tools of analysis. The result showed that the eight variables- teachers' academic qualification, professional qualification, content knowledge, instructional quality, evaluation procedures, work value, classroom attendance' and job performance when combined, accounted for 54.6% of the total variance in students' academic performance. The qualification of the academic staff and turnover can be considered as two common concerns of higher education institutions around the world. Besides the qualification of academic staff, institutions should try to keep their academic staff connected with the institutions effectively¹¹⁵.

2.2 Theoretical Review

This framework provides an in-depth explanation of the theories upon which the study is based. Some of the theories reviewed include Engagement Theory, Human Capital Theory and Systems Theory. Considering all the theories, the Systems Theory is considered as the most appropriate to this study because College of Education is a system comprising of so many subsystems. The system represents the collection of interrelated parts which form a whole. The system has a unique interaction of parts with the outside environment as it absorbs input from the society as student intakes and releases output into the society in form of labour force.

2.2.1 Engagement Theory

The Engagement Theory is a framework for technology-based teaching and learning¹¹⁶. Its fundamental underlying idea is that students must be meaningfully engaged in learning activities through interaction with others and worthwhile tasks. While in principle, such engagement could occur without the use of technology, it was believe that believes that

technology can facilitate engagement in ways which are difficult to achieve otherwise. The general conceptual framework joins the Engagement Theory on the importance of the self-directed and meaningful involvement with materials or applications based on cognitive challenge and motivation. Engagement theory is based upon the idea of creating successful collaborative teams that work on ambitious projects that are meaningful to someone outside the classroom¹¹⁷.

Engagement is a concept that is not restricted to technology-based learning activities. Engagement from an educational point of view is seen as the learner participation and interaction with the learning material, learning activities, and the learning community. Engagement is a quality of user experiences with technology that is characterised by challenge, aesthetic and sensory appeal, feedback, novelty, interactivity, perceived control and time, awareness, motivation and interest¹¹⁸. The resulting conceptual model of engagement distinguishes different phases through an engagement process. Upon a point of engagement, the user initiates and sustains engagement in a task. The idea of engagement theory is to create successful collaborative teams which work on ambitious projects that are meaningful to someone within and outside the classroom. In learning activities students must be meaningfully engaged through interaction with others. So engagement theory is intended to be a conceptual framework for technology-based learning and teaching. Engagement theories aim to bring about a situation in which the employee by free choice has an intrinsic desire to work in the best interests of the institution¹¹⁹.

Employee Engagement is a fundamental concept in the effort to understand and describe both qualitatively and quantitatively, the nature of the relationship between an organisation and its employees. An engaged employee is defined as one who is fully

absorbed by and enthusiastic about his work and so takes positive action to further the organisation's reputation and interests¹²⁰. An engaged employee has a positive attitude towards the institution and its values. An organisation with high employee engagement might therefore be expected to outperform those with low employee engagement. Employee engagement first appeared as a concept in management theory in the 1990s, becoming widespread in management practice in the 2000s, but it remains contested. It stands in an unspecified relationship to earlier construct such as morale and job satisfaction. Despite academic critiques, employee-engagement practices are well established in the management of human resources and of internal communications. Employee engagement today has become synonymous with terms like employee experience and employee satisfaction. The relevance is much more due to the vast majority of new generation professionals in the workforce who have a higher propensity to be distracted and disengaged at work¹²¹.

Some drivers of engagement were pointed out as presented below:

- Employee perceptions of job importance - an employee's attitude toward the job's importance and the company had the greatest impact on loyalty and service delivery.
- Employee clarity of job expectations - If expectations are not clear and basic materials and equipment are not provided, negative emotions such as boredom or resentment may result, and the employee may then become focused on surviving rather than thinking about how he can help the students succeed.
- Regular feedback and dialogue with superiors - Feedback is the key to giving employees a sense of where they are going, but many institutions are remarkably bad at giving feedback.

- Quality of working relationships - if employees' relationship with the institution is fractured, then no amount of perks will persuade the employees to perform at top levels. Employee engagement is a direct reflection of how employees feel about their relationship with the institutions.
- Perceptions of the ethos and values of the institutions - Inspiration and values is the most important of the drivers in engagement performance.
- Effective employee communications – which convey a clear description of and effectiveness in communication chain¹²².

This framework deals with the description of what should be recognised as an engaged user experience with technology. This concept goes beyond the usability of a human-computer interaction. Through exploratory research, it was concluded that engagement is a category of user experience characterised by attributes of challenge, aesthetic and sensory appeal, feedback, novelty, interactivity, perceived control and time, awareness, motivation and interest¹²³. The framework describes an engagement process of four potential stages. These stages are the point of engagement where engagement is initiated, period of engagement, disengagement, and reengagement. This reengagement phase adds an iterative aspect to engagement where a user can stop the interaction and start again later. In addition, the framework revealed that each stage is characterised with distinguishable attributes.

Based on the concept of user engagement, four engagement metrics were designed to measure engagement participation. These engagement metrics could be applied in other contexts where we are interested in user engagement in application with deadlines, such as students' assignments, online challenges and competitions, etc. Participant engagement over

time takes into account points of engagement, periods of sustained engagement, disengagements and reengagements. The metrics rely on the time the participant could potentially remain linked to the project, the effective time during which the participant remains linked to the project, the active days through this duration, the time devoted on every active day, and the number of days elapsed¹²⁴.

Some measures used to study engagement profiles in human computation are:

- Activity ratio: the ratio of the number of active days to the total period of activity
- Daily devoted work: the average activity duration through an active day
- Relative activity duration: ratio of the total period of activity to the period of possible activity, i.e. the period from the first activity till the end of the project, where a project has a fixed deadline.
- Variation in activity: the standard deviation of the idle time between active days

Other measures can also be used such as peak daily devoted work, total devoted work during the entire period of activity, and also the skewness of the daily work through the period of activity, the pattern of engagement through time: whether the participant starts heavily and then loses interest, or on the opposite, he starts slowly and gets more engaged as he participates further¹²⁵.

Any project is always designed around the three key concepts of engagement theory which are Relate-Create-Donate. These three concepts of engagement theory imply the learning activities which are given bellow:

1. Project-based Learning (Relate)
2. Problem Solving Learning (Create)
3. Authentic Learning (Donate)¹²⁶.

It is suggested that these three methods result in learning that is creative, meaningful, and authentic.

1. Relate: This gives importance on project-based group work which includes communication, planning, management and social skills. Students from different backgrounds form their own project groups and the project coordinator monitors the group composition. After forming group, students get chance to perform their project-based work effectively. Students are to contribute in each area of the project. Consequently, they acquire experience in all aspects of the project-based learning and they can develop their interpersonal relationship and collaborative skills.

2. Create: This is a problem-solving learning activity. In the creative process, students are to analyse the problem, develop a system and apply it to the problem which is situated in the real-world. Actually, the key component of the Engagement Theory 'create' makes learning creative and purposeful. Normally, from traditional classroom instruction, students do not get a sense of control over their learning but in problem-solving learning activity, they possess their sense of control. As a result, students start to concentrate on the problem and with high standard they complete the work. Project orientation is the essence of Problem-Based Learning approaches which are often used in professional education.

3. Donate: It emphasises on the value which is an important and useful contribution during the learning activity. While working on the project, students are to face the real world problem and solve real-world big problems. Behind it there remain some advantages because they gather experiences by their project-based group work, they interact with their group members and at last they achieve a sense of satisfaction and confidence in their skills. This principle is consistent with the emphasis on school-to-work programmes in many colleges¹²⁶.

Engagement Theory Model

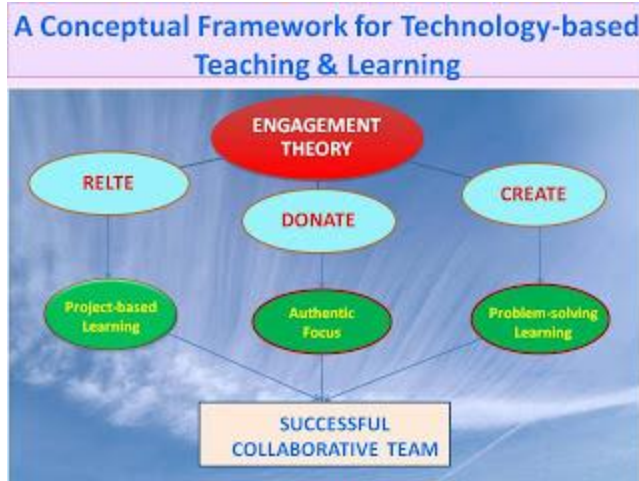


Fig. 2.1 Kearsley & Schneiderman Engagement Model
Source²⁰⁸: (Warekuromo 2020)

2.2.2 Human Capital Theory

Education is an engine of growth and key to development in every society, based on its quality and quantity. In order to make a significant contribution to economic growth and development, high quality education is required. The twenty-first century paradigm is shifting towards the enhancement of knowledge as a priority. Education is an economic good because it is not easily obtainable and thus needs to be apportioned. Economists regard education as both a consumer and capital good, because it offers utility (satisfaction) to a consumer and also serves as an input to develop the human resources necessary for economic and social transformation¹²⁷. The focus on education as a capital good related to the concept of human capital, which emphasises that the development of skill is an important factor in production activities. It is widely accepted that education creates improved citizens and helps to upgrade the general standard of living in a society. The increased faith in education as an agent of change in many developing countries, has led to heavy investments in it. The

pressure for higher education in many developing countries has undoubtedly been helped by public perception of financial reward from pursuing such education. There is belief that expanding educational opportunities and access promotes economic growth¹²⁸.

The economic prosperity and functioning of a nation depend on its physical and human capital stock. Physical capital has traditionally been the focus of economic research, factors affecting the enhancement of human skills and talent are increasingly figured in the research of social and behavioural sciences. In general terms, human capital represents the investment people make in themselves that enhance their economic productivity. The theoretical framework most responsible for the wholesome adoption of education and development policies has come to be known as human capital theory. The theory rests on the assumption that formal education is highly instrumental and necessary to improve the productive capacity of a population¹²⁹. Human capital theorists argue that an educated population is a productive population. Human capital theory emphasises how education increases the productivity and efficiency of workers by increasing the level of cognitive stock of economically productive human capability, which is a product of innate abilities and investment in human beings. The provision of formal education is seen as an investment in human capital, which proponents of the theory have considered as equally or even more worthwhile than that of physical capital¹³⁰.

Human Capital Theory concludes that investment in human capital will lead to greater economic outputs. In the new global economy, hard tangible assets may not be as important as investing in human capital. Education has recently been re-theorized under human capital theory as primarily an economic device. Human capital theory is the most influential economic theory of western education, setting the framework of government

policies since the early 1960s¹³¹. It is increasingly seen as a key determinant of economic performance. The theory stresses the significance of education and training as the key to participation in the new global economy. The success of any nation in terms of human development is largely dependent upon the physical and human capital stock. Thus, recent social research focuses on the behavioural sciences of humanity in relation to economic productivity. Generally, human capital represents the assets each individual develops to enhance economic productivity.

The theory is concerned with the wholesome adoption of the policies of education and development. The rationality behind investment in human capital is based on three arguments:

- i. The new generation must be given the appropriate parts of the knowledge which has already been accumulated by previous generations.
- ii. The new generation should be taught how existing knowledge should be used to develop new products, to introduce new processes and production methods and social services;
- iii. People must be encouraged to develop entirely new ideas, products, processes, and methods through creative approaches¹³².

Human capital theory provides a basic justification for large public expenditure on education both in developing and developed nations. The theory is consistent with the ideologies of democracy and liberal progression found in most western societies¹³³. Its appeal was based upon the presumed economic return of investment in education at both the macro and micro levels. Efforts to promote investment in human capital were seen to result in rapid economic growth for society while for individual, such investment was seen to provide

returns in the form of individual economic success and academic achievement. Most educationists agree that it is human resources of nation, not its capital nor its material resources, which ultimately determine the character and pace of its education and social development. Human resources constitute the ultimate basis of the wealth of nations. Capital and natural resources are passive factors of production while human resources are the active agencies who accumulate capital, exploit natural resources, build social, economic, and political organisations, and carry forward national development¹³⁴.

In order to enhance human development in the general society, it is necessary to apply the theory of human capital to educational systems. By such means, productivity is enhanced and sustained based on an increased and diversified labour force. The contribution of education to economic growth and development occurs through its ability to increase the productivity of an existing labour force in various ways¹³⁵.

Economic appraisal of educational investment projects should take into account certain criteria:

- i. Direct economic returns to investment, in terms of the balance between the opportunity costs of resources and the expected future benefits.
- ii. Indirect economic returns, in terms of external benefits affecting other members of society.
- iii. The private demand for education and other factors determining individual demand for education.
- iv. The geographical and social distribution of educational opportunities.
- v. The distribution of financial benefits and burdens of education¹³⁶.

Education plays a great and significant role in the economy of a nation; thus, educational expenditures are found to constitute a form of investment. This augments individual human capital and leads to greater output for society and enhanced earnings for the individual worker. It increases their chances of employment in the labour market, and allows them to reap pecuniary and non-pecuniary returns and gives them opportunities for job mobility. Education is a source of economic growth and development only if it is anti-traditional to the extent that it liberates, stimulates, and informs the individual and teaches him how and why to make demands¹³⁷.

Human development is seen as the enlargement of human capabilities, where the strategy is to promote investment in the development of people through education, skills, work productivity, and creativity. The resulting development of human, along with physical and natural capital, serves as a means to promote economic development. The issue is determining the most effective ways to use the least resources to create human capital through human development strategies. Human capital must be trained, educated, and developed within the system of an organisation for the purpose of enhancing productivity of the organization through the expertise of its workforce¹³⁸. In an era where many organisations are faced with changes generated by globalisation, there is an imperative need for human resource to be competent in participating in new modes of competition. Education is essential not only to enable people to share in the benefits of progress, but also to enable economies to ensure sustained development through competitiveness based on more intense knowledge use¹³⁹.

The accumulation of human capital is an important contributor to economic growth. Numerous studies explore whether educational attainment can contribute significantly to the

production of overall output in an economy. Although macro studies have produced inconsistent and controversial results, several micro studies that look into the same problem have shown a consistent positive relationship between education of the workforce and their labour productivity and earnings. The general finding is that individuals with more education tend to have better employment than those who are less educated. There is a strong rationale for government and households to invest substantial portions of their resources in education, with the expectation that higher benefits will accrue over time. Education is deemed an investment, equipping individuals with knowledge and skills that improve their employability and productive capacities, thereby leading to higher earnings in the future¹⁴⁰.

Human capital plays a critical role in economic growth and poverty reduction. The accumulation of human capital improves labour productivity, facilitates technological innovations, increases returns to capital, and makes growth more sustainable, which in turn, supports poverty reduction. Human capital is regarded as a key factor of production in the education industry with wide production function. Education increases the probability of being employed in the labour market and improves earnings capacity. Human capital is considered the component of education that contributes to individuals labour productivity and earnings while being an important component of production. In other words, human capital refers to the ability and efficiency of people to transform raw materials and capital into goods and services and the consensus is that those skills can be learned through the educational system¹⁴¹.

Human capital development is important for educational development for its intrinsic value as a developmental goal in its own right. Education has been considered as a key determinant of economic growth; the central role of technology has provided the impetus for

the focus on education. There seems to be a strong correlation between an educated population and technological innovation. The link is made explicit in what is termed investment in humans: workers needed education in order to utilize new technologies, thereby increasing the total productivity and inducing economic growth. The accumulation of human capital through education and on-the-job training fosters economic growth by improving labour productivity, promoting technological innovation and adaptation¹⁴².

It has been proven that the human capital theory and educational systems work for the development of individuals and nations. However, there are implications involved, especially in relation to the differences in policies and expenditures in education. The human capital theory emphasises the need for policy makers to allocate significant resources to the expansion of educational systems. While some governments may be reluctant to invest in education, the positive returns from this investment will significantly outweigh the costs. Many of the developing nations have thus realized that the principal mechanism for developing human knowledge is the education system. Thus, they invest huge sums of money on education, not only as an attempt to impart knowledge and skills to individuals, but also to impart values, ideas, attitudes and aspirations which may be in the nations' best developmental interest. Since the purpose of a minimum standard is to offset the effects of poverty, appropriate subsidies could in principle achieve the same result without compulsion¹⁴³.

There are some consequences for not investing in education and that includes out of school youths, unmet development goals such as education for all, underdeveloped and underutilized human and social capital, loss of economic productivity, increased unemployment and underemployment, increased violence, crime, and risky behaviours,

exploitation and marginalisation of youth, especially girls and young women, reduced social cohesion and disruption in civil society and increased spending on remedial social welfare services and crime prevention¹⁴⁴.

Based on the significance of education, the concept of human capital has been brought to the forefront in the field of educational growth and development. Studies have shown that improvements in education accelerate productivity and contribute to the development of technology, thus improving human capital. There are several ways of modeling how the huge expansion of education accelerated economic growth and development. The first is to view education as an investment in human capital. A different view of the role of education in the economic success is that education has positive externalities; educate part of the community and the whole of it benefits¹⁴⁵.

Education generates positive externalities as many of the classical economists argued strongly for governments' active support of education on the grounds of the positive externalities that society would gain from a more educated labour force and populace. Progressive contemporary thought when he wrote that by educating its people, a society derives no inconsiderable advantage from their instruction. The more they are instructed, the less liable they are to the delusions of enthusiasm and superstition, which, among ignorant nations, frequently occasion the most dreadful disorders. Instructed and intelligent people are always more decent and orderly than ignorant ones. Smith views the externalities to education as important to the proper functioning not only of the economy but educated society¹⁴⁶.

Human Capital Theory Model



Fig. 2.2 Nelson Brandy Human Capital Theory Model
Source²⁰⁸: Warekuromo (2020)

2.2.3 Systems Theory

A system is a set of detailed methods, procedures and routines created to carry out a specific activity, perform a duty, or solve a problem. A system is an organised, purposeful structure that consists of interrelated and interdependent elements (components, entities, factors, members, parts, etc.). These elements continually influence one another directly or indirectly to maintain their activity and the existence of the system, in order to achieve the goal of the system. It is also commonly termed as a group of interacting units or elements that have a common purpose. A system is an interrelated set of elements functioning as an operating unit. Systems are generally classified as open systems and closed systems¹⁴⁷.

Open systems was developed in reaction to earlier theories of organisations, such as the Human Relations Perspectives of Elton Mayo and the Administrative Theories of Henri Fayol, which treated the organisation largely as a self-contained entity. Virtually all modern theories of organisation operate around the open systems perspective. Open systems theory

originated in the natural sciences and subsequently spread to fields as diverse as computer science, ecology, education, engineering and management. Open system perspective views an organisation as an entity that takes inputs from the environment, transforms them, and releases them as outputs in tandem with reciprocal effects on the organisation itself along with the environment in which the organisation operates. In other words, the organisation becomes part and parcel of the environment in which it is situated¹⁴⁸.

The term education refers to a system of schools, in which specifically designated persons are expected to teach certain types of acceptable behaviour. The school system becomes a unit in the total social structure and it is recognised by the members of the society as a separate social institution. Within this structure, a portion of the total socialisation process occurs. Schools were referred to as social systems in which two or more persons work together in a coordinated manner to attain common goals¹⁴⁹. By this, several important features of schools are specified. To be precise, they consist ultimately of people, they are goal-directed in nature, they attain their goals through some forms of coordinated efforts and they interact with their external environment. Teaching and learning practices within the classroom can generally refer to the ways in which teachers choose to carry out their functions to encourage learning to promote knowledge acquisition, intellectual and personal development, as the basic pre-conditions for future successful performance in society¹⁵⁰.

An educational institution must provide satisfaction to the teachers beyond the physiological needs like salary, working conditions, job security. Schools must provide for employees' needs for affiliation, acceptance, esteem, and perhaps even self-actualization if they hope to retain a motivated, committed work force capable of performing at maximum levels. As an open system, the school maintains its stability through feedback, which refers

to information about outputs that a system obtains as an input from its task environment. The feedback can be positive or negative and can lead to changes in the way an institution transforms inputs to outputs. Feedback is crucial to the success of the school administration. According to open systems views, schools constantly interact with their environments. In fact, they need to structure themselves to deal with forces in the world around them¹⁵¹.

In contrast, a closed system views schools as sufficiently independent to solve most of their problems through their internal forces, without taking into account forces in the external environment. Systems theory works on the inside and outside of the organisation, as a way of understanding and anticipating the consequences of any decision. Open systems involve systems that interact with other systems or the outside environment, whereas closed systems refer to systems having relatively little interaction with other systems or the outside environment. This means that open systems interact with what is around them and can be understood. An open system can exchange ideas with other institutions, environment and community to improve overall teaching and learning.

Systems Theory is interrelated in the following ways:

i. Open System

An open system is one that receives input from the environment and releases output to the environment. The basic characteristic of an open system is the dynamic interaction of its components. Open system was classified into five basic elements: inputs, transformation process, outputs, feedback and the environment. The environment surrounding the school includes the social, political and economic forces that impinge on the institution.

ii. Closed System

A closed system is one where interactions occur only among the system components and not with the environment. The social, political, and economic contexts in which the teachers work are marked by pressures. Hence, teachers find it necessary to manage and develop internal operations while concurrently monitoring the environment and anticipating and responding to external demands.

Open systems have the following attributes:

- A product is imported into the environment (students' in-take – admission).
- The pattern of exchange is cyclical: the product that is turned-out into the environment are the graduating students as workforce¹⁵².

iii. Social System

A Social System is a set of interrelated elements functioning as a unit to achieve a specific purpose. Within this is interaction between the elements and forces in the internal and external environments of the system. An institution is an open social system that has parts, and the parts interact within the internal environment and in response to elements in the external environment. Parts of the basic social system are Inputs (teaching and learning processes), Outputs, Feedback, Environment.

Input: these are the human, material, financial or information resources used in the teaching and learning process. Teaching and Learning Process involves the interaction between and among the parts.

Outputs: are the graduates produced and turned-out to the environment as work or labour force.

Feedback: encompasses information concerning the outputs or the teaching and learning process that influences decision making and the selection of inputs during admission.

Environment: comprises the external environment of the institution including the social, political, and economic forces that impinge on the institution's operation¹⁵³.

All parts of the system are interdependent and subject to influence by any other part. The focus of the institution is on the whole, and the relationships among all parts. Social Interactions in schools are about individual, group, formal and informal behaviours. Individuals in schools function as members of the college (the formal group), as well as members of subgroups (informal groups) that exist within the college. The behaviour of individuals and the interaction between individuals influence students' academic performance. The values held by an individual working in college largely determine his/her willingness to work and the amount of effort he/she will exert to be effective in completing an assigned task¹⁵⁴. For the College to be effective, the value of each individual must be acknowledged and utilised.

Education as a process involves the following inputs:

1. Human resources such as students, teachers, administrators, and other workers.
2. Materials resources such as buildings, desks, books, equipment, among others.
3. Financial resources such as money, grants, scholarship.
4. Constraints such as requirements of the law and policy, expectations of parents, values and goals
5. Existing knowledge in the society. Within a larger system, a subsystem exists where a set of components interconnect for a purpose that relates to the purpose of the larger system.

A system input is defined as the movement of information from the environment into the system. Output is the movement of information from the system to the environment. Both input and output involve crossing the boundaries that define the system. A closed system is one where interactions occur only among the system components and not with the environment. An open system is one that receives input from the environment and releases output to the environment. The basic characteristic of an open system is the dynamic interaction of its components¹⁵⁵.

Relevance of Systems Theory in Educational Environment could not be over-emphasised. The College is a formal organisation, where people work. The College as an open system has constant contact with the environments. It enhances considerate information across the boundary. Three major characteristics that make college environment as open system as were identified:

- i. It receives input from its environment
- ii. It converts these inputs into outputs and
- iii. It discharges the outputs into the environment¹⁵⁶.

The college interacts with its environment and it is fed by the society through its inputs and through its output, it will also feed the society. In the school system, the inputs are totality of what goes into the educational system to keep it functioning. They include the students, lecturers and the curriculum. The outputs are the end products, which are the graduates, in terms of quality and quantity¹⁵⁷.

The symbiotic relationship exists between the college system and the subsystems, which are departments, faculties and colleges. The units and components that are within the college system are subsystems, while the environment is the supra system. Each of the

component parts performs specific functions for the survival of the whole system. The college system interacts with its environment in the following ways:

- i. It receives inputs and energy from the environment – the students
- ii. It processes input – teaching and learning
- iii. It discharges its outputs into the environment – graduates¹⁵⁸.

There was a warning that the college must extend its awareness of the environment, since forces in the environment have power to affect its activities. This means that educational institutions will seek continually to enlarge the proximal environment and conversely will endeavor to reduce the distal environment. This is because extensive and intensive knowledge of the environment is crucial to the survival and development of teaching and learning. Educational institutions are judged by their services to the larger environment¹⁵⁹. Where systems continue to enhance their environment, the environment will reward the system. In the academic setting, the interaction between students and teachers is part of the transformation or learning process by which students become educated citizens capable of contributing to the society¹⁶⁰.

It was advised that formal feedback channels should be developed while negative or critical feedback rather than positive is deemed to be necessary for the college survival. This will help the staff in the system to put more effort in making the system work. Also, internal feedback is needed between the management and the staff as well as external feedback between the institution and the community. The survival of the college system is a function of continuous inflow of inputs and the outflow of output¹⁶¹.

Systems Theory Model

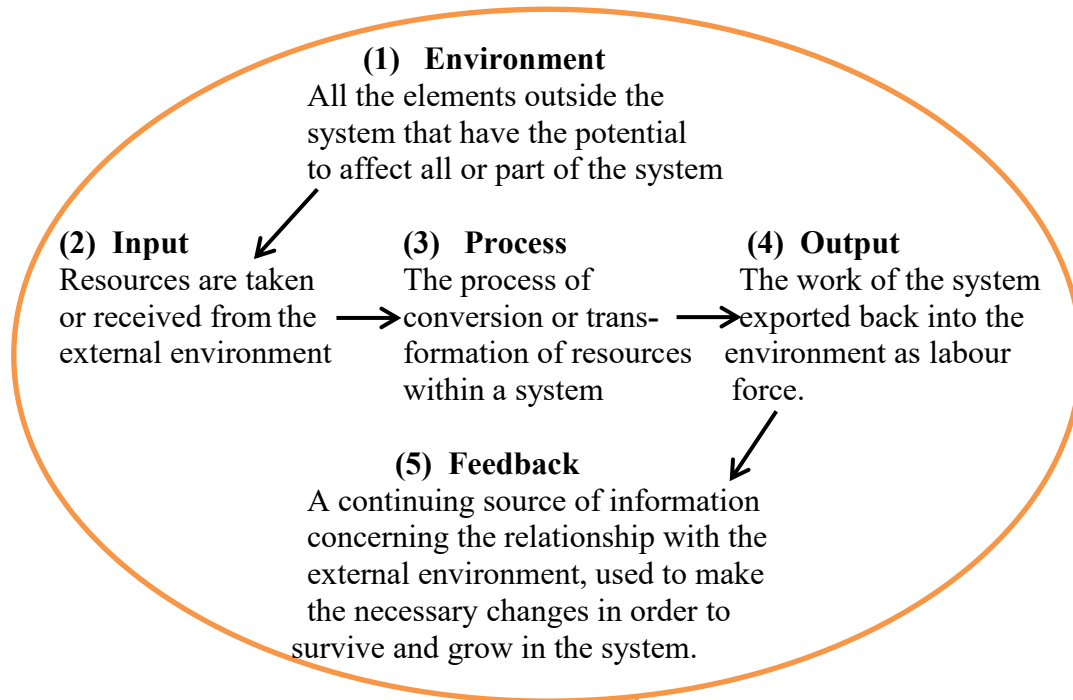


Fig. 2.3 Gregory Massey Systems Theory Model
Source²⁰⁸: Warekuromo (2020)

2.3 Review of Empirical Studies

The following topics shall be discussed under the empirical studies.

2.3.1 Academic Staff Quality and Students' Academic Achievement

Several studies have found a positive effect of academic qualifications on the academic staff. Academic qualification has been confirmed to be a pointer to staff quality. It was queried whether teachers' qualifications have any relationship with their performances in organising instruction. Research also suggests that the prestige of the institution attended has a positive effect on efficiency. Evidence also suggests that workers who have earned advanced degrees on the average are more efficient than those having less academic qualifications. There was investigation into the competency of some graduates in some institutions of higher learning and deteriorating quality perception is supported by results

from empirical research. They expressed the beliefs that the quality of education has fallen. A similar study conducted by other institutions reported that those who graduated in the 1980s are more efficient on their jobs than those who graduated in the 1990s¹⁶².

Decline in staff quality has also been attributed to obsolete research facilities especially in the public institutions. For example, laboratories are not well equipped or are practically non-existent. Institutions offer computer science course without computer laboratories, let alone internet connectivity laboratories have become archives of state, archaic and irrelevant materials. Hence, the poor quality of graduates is also caused by a shortage of teaching resources. Most institutions' laboratories are reported to hold out-of-date collections²¹². A study to inquire into the contributions of educational and professional certification to job performance among financial accounting staff of a university in Nigeria was examined. The survey captured both perceived-cum-the experience of job performance and professionalism among bursary staff of a first generation University in Southwest Nigeria. Results show that, Bursary staff with professional qualification reported more job performance than non-certified staff. Bursary staff with higher tertiary education performed better in accounting task than those with lower qualifications¹⁶³.

Several empirical studies have been undertaken to clarify the influence of experience on performance of workers in different organisational setups. Factors behind efficient work performance of employees and observed that aside providing employees with the tools they need for success, experienced ones, other things being equal or held constant perform better at work. There was an investigation on the effect of work experience on the productivity of junior civil servants in Ondo State, using a sample of 880 workers drawn randomly from four selected ministries. It was found that workers with more years of working experience were

generally more efficient in the performance of their duties than recently engaged workers. There was further submission that, in some cases, junior workers with 15 or more years of working experience perform significantly better than newly recruited senior staff with less than two years working experience. It was further found that given the same years of work experience, senior staff generally are more effective on the job than junior staff¹⁶⁴.

Teachers constitute an important part of the human resource input in the education system. They play the crucial role of curriculum interpretation and supervision. In a study entitled Teachers make a Difference in the University of Auckland in America, it was found out that teachers account for about 30% of the variance in learners' achievement. It was further argued that what teachers know, do and care about is powerful in students' learning and hence, the need to optimise on this greatest influence to impact positively on students. In a study entitled the efficiency of a group training programme on increasing awareness towards training needs among female teachers in Al-Karek Province, South of Jordan, there were identified various aspects on the dimensions of planning, teaching, classroom management and evaluation that reflect the extent of teachers' efficiency. Aspects under the planning dimension included formulation of lesson plans with clear objectives; and the plan ought to be based on learners' needs and individual differences. Use of appropriate teaching methods and materials, reinforcement, non-verbal communication and making learning environments as conducive as possible were identified as key aspects which determine teachers' efficiency level. Aspects under the dimension of classroom management included effectively controlling the conduct and order in the classroom and proper use of time in the classroom¹⁶⁵.

In a study of teachers' behaviour on the students' academic achievement in the University's Institute of Education and Research in Rawalpindi, Pakistan it was argued that classroom management is concerned with a set of teacher behaviours and activities that are primarily intended to foster students' co-operation in the classroom. An efficient teacher is one who knows how to handle the students in class for maximum learning of students and, hence, the need to possess certain information and skills. In a study on teacher competencies and teaching practices in Foundation University College, Rawalpindi, Pakistan, it was noticed that efficient teachers carefully manage their classrooms in order to reduce disturbance, hence, maximizing on learning achievements¹⁶⁶.

A study on comparative analysis of the use of Internal measures for quality assurance in public and private Universities in South East Nigeria was conducted. At the end, the findings show that public and private universities in the south-east geopolitical zone of Nigeria do not employ adequate measures towards ensuring quality of teachers for quality assurance. It was further revealed that public universities slightly employ more measures towards ensuring quality of teachers than the private universities. It was also found out among others that most lecturers are not adequately trained on computer usage towards enhancing their professional growth¹⁶⁷. It was revealed in investigation that teachers participate in in-service education because of the benefits that are accruable on completion of the programme such as additional salary, impressive status and promotion, self-respect, acquisition of higher degree or qualification, social satisfactions as well as improving professional efficiency. Their findings expressed some correlation between teacher quality and students level of performance. Studies done showed that, after going through in-service training, there are positive changes in teachers attitude, increase self-confidence and also

follow up with teachers readiness in facing any various resistance situation. This shows that, training programme that is planned and implemented well will give a positive effect on students, teachers and schools¹⁶⁸.

Knowledge of the subject is an absolute necessity to being an effective academic staff. It does not matter how motivated, passionate or creative a teacher is, if he/she does not have adequate knowledge of the subject to teach effectively and efficiently. Motivation is an effective teacher, one has to be motivated to learn and to help others learn. Motivation for learning and self-improvement is what separates teachers from the cheaters. Teachers are always trying new ways of teaching and engaging their students and they are never tired of being students themselves. Effective and efficient teachers are always learning different ways of doing things and take the time to learn from other knowledgeable teachers. Emotional intelligence and empathy is the understanding that the student is an integral part in being an effective and efficient teacher. Being able to connect with students on an emotional level and help them through the problems that come with academic learning is what effective teachers do. This emotional intelligence and empathy can go a long way in not only helping the students be able to learn but also to perform creditably well academically¹⁶⁹.

Stamina takes a lot of energy to teach and keep students engaged. It also takes a lot of stamina, to teach effectively and efficiently. Every day as a teacher is an adventure which should be handled in stride. A teacher should be in good health full of stamina for him/her to function effectively in the classroom. Passion is a very important quality of an effective teacher. Passion in teachers inspires students to want to put in their best and perform academically well. Passionate teachers are not those who chose to teach because they could

not do anything else. Passionate teachers are those that find true happiness in their profession¹⁷⁰.

2.3.2 Time Management and Students' Academic Achievement

The significance of time management and students' academic achievement attracts a number of researchers to study on the topic as in a research regards effective time management, strategies as prioritization of tasks and on-going control of record keeping which contributes to effective academic achievement of students. Time Management was also observed in a study that, more attention is put on facilities, finance and human at the expense of time as a resource. At times, the teachers and students are less attentive to time management in their daily performance of school activities. Hence, there is high wastage of school time among the students, and teachers, thereby making school subjects' syllabi not being covered per time as stipulated by the Ministry of Education. Therefore, the researcher intends to study on how attention on facilities at the expense of time management may have adverse effects on students' academic achievement¹⁷¹. It was also observed that students achieve more in classes where they spend most of their time being taught or supervised by their teacher rather than working on their own. Those teachers spending most of their time teaching and supervising their students have a big chance to experience better results of academic performance. Therefore, the researcher intends to study the relationship between timely attendance of classes, adequate supervision on students' academic achievement in Keyboarding in Colleges of Education in Southwest, Nigeria.

On the relationship between time management and school learning, it was noted that the amount of time that students are engaged in relevant reading and other academic tasks is positively associated with academic achievement. The researcher also intends to study and

observe the relationship between allocating more time on studies and academic achievement in Keyboarding in Colleges of Education in Southwest Nigeria. In a study conducted on how time management influences students' academic performance, it was discovered that time is poorly managed in some schools as the designed timetables are not respected. Therefore, the researcher will study on how poor timetable management can affect students' academic performance of college students in Keyboarding in Southwest, Nigeria.

The relationship between procrastination and time management was observed and it was found that, people who are high in procrastination exhibited a greater likelihood of being behind schedule, studying for an examination for fewer hours than intended, and having a low score on feeling in control of time, setting goals and priorities. They also used less time management techniques. Also in the same vein, in the study on Work Deadlines and Procrastination, discovers that there is a link between time management, work deadline and procrastination and students' academic performance. Therefore, the researcher will study the relationship between work deadline, effective managing procrastination, avoiding delays and students' academic performance in Keyboarding in Colleges of Education in Southwest Nigeria¹⁷².

The problem of time management was already being discussed as far as 1960s and several authors have proposed myriads of methods on how to handle time issues on the job. Simple remedies such as writing work plans down on paper, known as so-called to-do-lists, were defined in order to increase one's job performance. Although many authors suggested that, time management involved the process of determinant of needs, setting goals to achieve the needs, prioritizing and planning the tasks required to achieve these goals. Time

management is the art of arranging, organising, scheduling and budgeting one's time for the purpose of generating more effective work and productivity¹⁷³.

Time management was referred to as a process that constituted a series of steps which involves the analysis of our time habits, clarification of objectives, establishment of priorities, planning for appropriate results, keeping records properly, taking positive action against time wasters and avoiding procrastination. Time management is an issue which is fundamental to job performance. Time management is focused on solving problems, such as being unable to deal with distractions, deadline pressure, procrastination and lack of self-discipline, ambiguity of personal goals, not being able to say "no", excessive social relations, indetermination, perfectionism and messy desk¹⁷⁴.

The individual that gives great attention to his tasks always shows higher and better outcomes. Better time management will enhance the students' productivity and enables them to work in smarter ways. There was a study on how effective time management reduces academic stress and increases academic achievement of the students. It was acknowledged that better time management gives more control of individual to his time and resultantly decreases the work anxiety and higher academic performance. Good time management skill can be proved as a good predictor of other factors that are associated with academic performance. Students who have good time management tends to have lower emotional exhaustion and have less academic related fatigue¹⁷⁵.

Time management behavioural planning is the process of decision making about which tasks are selected and completed with respect to their prioritisation and removed all kinds of distractions faced by the individuals. Management of time in terms of managing behaviours may reflect as specific way of setting of goals for activities. Goal setting habit

always enhances the focus, determination and motivation of individuals by setting obvious objectives and targets. Making short and long range planning are two important skills of time management behaviour. These skills with the collaborations of preferences for organisations are major factors that enhance the time management behaviour of individuals at higher levels. Planning of short range objectives involves the planning of daily and weekly tasks and activities with respect to their timeframe. Long range planning can be stated in terms of planning of different tasks for longer durations.

Time management behaviours are encompassed on the following four grounds.

- Time Assessment behaviour: This behavior is associated with past, present and future orientation.
- Time management and self-awareness: This includes the acceptance of tasks and activities and their responsibilities.
- Planning behaviour: Planning like setting goals, task prioritisation and handling the group tasks.
- Monitoring behaviour: It includes the observation of one's usage of time during performing activities.

Time management behaviour is characterised as worthwhile thing that requires to be managed efficiently and acts as a key indicator of managerial economical edge. Management of time describes those behaviours that aim at accomplishing an operative time usage in acting on definite life orienting actions. Many professions gave high demands on individuals' time. It was inferred that as rationally productive individuals, usually possess some extra things that are necessary to perform the tasks within a certain time span. Now such professions become more creative way to complete different job related activities even

in the scarcity of time and other resources²²¹. Absenteeism is the conflicting and contradictory finding reported in studies is attributable to the ill-defined concept of absenteeism. Absenteeism should be either is or is not at work. Absence as the non-attendance of employees for scheduled work which revealed that, some studies organise absenteeism into two main types - voluntary and involuntary¹⁷⁶. Voluntary absenteeism implies a conscious decision by the worker about whether to attend work on any given day while involuntary absence implies that it is beyond the immediate control of the worker. As far as academic performance is concerned, it was explain that, to encourage class attendance, part of the first class meeting should be used telling the students that it is important for them to attend class, that they will learn more if they attend class, and that students who attend class regularly generally earn higher grades for the course and those who do not attend class regularly earn low grades for the course.

Time wasters are interruptions such as people, events, actions and processes that prevent one from making the most valuable use of one's time. Time wasters, though a high level of interaction between people at work can normally be considered as a healthy phenomenon, there are never less potential disadvantages for one individual's personal effectiveness. An example of these time wasters can be too much time in socialising, misplacing information and forgetting information. This is to say that socialising in a reasonable amount boots job satisfaction, morale and consequently productivity. Therefore, socialising in general is a tonic that enhances the quality of work. At times, teaching can be overwhelming when there are stacks of papers to grade, conferences to attend, grades to calculate, e-mails to respond to, and, if there is any time left—teach. Organisation is the cornerstone of time management. A big time waster is hunting and gathering. That is;

looking for missing lesson plan, collecting tools and equipment from students after completion of a project, searching out that Individualised Education Programme, procuring books for a unit. If the teacher is one of the chronically disorganized, the task may seem discouraging¹⁷⁷.

Parental Neglect is when there is no good communication between students and parents, parents and teachers and parents and communities in such a way that, a student can leave home for school but he/she uses school hours going to somewhere else, internet surfing and doing other misbehaviours without the knowledge of their parents, then, when coming back home, the parents do not take their responsibility to ask or check student's progress at school as a result, many students end up with poor academic performance. Environmental time wasters are the activities that occur at schools which are normally out of control for teachers. The activities included are such as; interruptions from visitors- people drop at school with no appointments; responding to incoming mails- reading and surfing on the internet for non-academic matters; meetings- can be waste of time if it has no specific reason, agenda and timeframe¹⁷⁸.

Self-Generated time-waster refers to the things that can be caused by a person himself and can be controlled. Those things are such as; lack of planning – leads to drifting and working in a scattered way; lack of delegation- doing too much and having insufficient time to focus; inability to say “no”- allowing others to ask too much of you. Lack of organisation and untidiness cluttered up the desk with less or no memories. Therefore, if the mentioned causatives of time wasters are not put into a big consideration to take action for the changes, then it is very obvious that teachers and students will fail to manage their time effectively and hence fail to meet both work deadlines and good expected results, which may lead to poor

academic performance. Procrastination may be seen as a particular time management problem that involves the delay of activities. Procrastination is defined as the action of delaying or postponing something. People like teachers and students, have the tendency to postpone their work. They have the required skills and talents to carry out the task, but they are either too lazy to do it or due to multi-tasking, some activities are held to be done 'tomorrow'. This eventually piles up pending work assignments over a considerable amount of time. When the teacher or the student knows that a certain teaching or learning activity has to be done in a way he/she is aware of, he/she has to start off immediately. Managing procrastination is among the most important keys to time management and career success. If one is stepping into academic world, he necessarily has to learn about time management. In a teaching environment, avoiding procrastination certainly enables both the teacher and the student to perform the assigned work within the time allocated, and also manage future assignments as required¹⁷⁹.

Motivation is the combination of a person's desire and energy directed at achieving a goal. Influencing people's motivation means getting them to want to do what you know must be done. Newspaper articles and other media reports regularly highlight the plight of teachers. Report on the Education Sector Towards 2000 notes that 'since 1962, the different schemes of service for teachers have not reflected due recognition of the heavy demands of society upon teachers nor the crucial contribution of the latter in molding the future citizens of society. This attitude has greatly discouraged academically abled young men and women from engaging in academic purpose. In a similar vein, on teachers' conditions of service, it was concluded that in the absence of incentives to perform better, many teachers are currently providing much less and lower quality education than they are capable of.

Demotivation of teachers is a major contributory factor to the horribly poor academic performance of students in school.

Record Keeping is a very important reflexive tool for teachers in the educational setting. It helps in avoiding repetitions in teaching hence saving time for other lessons. Also through the use of attendance register, it helps in monitoring and controlling teachers who are late comers or absentees, hence, teacher will have much time in teaching which is likely for them to accomplish syllabus effectively and also accomplish the deadline. Teachers' absence may negatively impact to students' achievement, therefore, teachers who are good in record keeping and also smart in attendance, are mostly good in teaching performance. It was observed that record keeping as a tool in managing time, if well practised, contributes to the improvement of academic performance¹⁸⁰. Time management skills are those proficiencies that an individual used to manage its time. These skills are also very important for teachers and students. Individuals with different natures and characteristics deal in a different way with time management. Time management of students at different conditions of academic-environment becomes personal characteristic. Time management skills are closely related to time management behaviours. Time management skills can be represented as output results of time management behaviour. Teachers having better time management skills are more productive and efficient. Good time management is also a time management skill¹⁸¹.

The individual that gives great attention to his tasks always shows higher outcomes. Better time management will enhance the students' productivity and academic performance enables them to work in smarter ways. Likewise, in a study that effective time management reduces academic stress and increases academic performance of the students. There was acknowledgement that better time management gives more control of individual to his time

and resultantly decreases the work anxiety and higher academic performance. Good time management can be proved as a good predictor of other factors that are associated with academic performance. Students who have good time management tends to have lower emotional exhaustion and have less academic related fatigue. Training for effective managing time is also very important. The time management skills that are associated with the teachers are the basic elements of his profession. Teachers that are not rushed during class instruction, showed better class performance. The decisions related to time management are important for effectiveness of teachers and students' results. Some important time management skills are patience, analysis, flexibility, awareness, information, available time, allocated time, engaged time, academic learning time, pacing and transition time^{180,181}.

Effective management of time needs precise techniques and excellent planning behaviours. Proper use of time in effective way results in productivity and high efficiency. It is necessary to keep time logs, prioritization of intended tasks and creating to-do lists on a certain work place.

Three widely used factors of good time management skill in every area of life are described thus:

- i. Planning of Short-duration: It can be defined as the ability of individual to set and organise daily life tasks for short interval i.e. within a day or week
- ii. Planning of long duration: Long-range planning can be defined as the capacity of individuals to manage their activities and tasks for a longer period of time (e.g. set achievable targets for a quarter of year or a year).
- iii. Time related attitude: Time attitudes may be referring as personal orientation of individuals towards best use of their time construct that can maintain the agency of their time

spent. Good time management can also be deduced on commonly accepted schemas of good time management which are based on goal-setting techniques, prioritization of tasks and preferences for organisations¹⁸².

2.3.3 Instructional Facilities and Students' Academic Achievement

Instructional facilities in education include the school buildings, classrooms, libraries, laboratories, toilet facilities, learning materials to other infrastructures that would likely motivate students towards learning. They include those resources that are used by business educators for effective and productive instructional purposes in business education. In this study, instructional facilities is used to represent both physical facilities which includes classrooms, staff offices, libraries, keyboarding/typing laboratories, model offices and shorthand studios; and equipment and supplies which includes the computers, photocopiers, tape-recorders, headphones, perforators, punching machines, stopwatch, stapling machine and others, that facilitate effective teaching and learning of business education subjects including keyboarding while the personnel shall comprise of the lecturers and business education instructors¹⁸². In any educational set up, the importance of instructional facilities cannot be relegated in an educational setting especially in Colleges of Education where teachers are nurtured. Instructional facilities like modern laboratories such as computer laboratory, typing laboratory, model office, shorthand studio, libraries, classrooms and computer system are to be put in place in all Business Education Departments for effective implementation of programme curriculum. There was an expression that instructional facilities are very important for effective classroom instructions in business education because of their use for practical orientation and training of individuals. Instructional facilities in the school settings go a long way to motivate students to learn if business

education must maintain its position as an effective vocational programme for self-reliant and human resources development. The training process must involve the use of the right and proper machines, tools, equipment and environment that is replica of modern office in the phase of technological advancement¹⁸³.

The status of instructional facilities in colleges of education today is of great concern to educators as teachers including business educators need them in an ideal working environment to effectively implement the curriculum. It was lamented that most of the facilities that are germane for effective learning of students appear not to be sufficient in our colleges. Those available seem not to be of standard quality, some seem to lack maintenance culture, while some are in dilapidated conditions. It seems that the provisions of instructional facilities in Business Education have dwindled over the years, perhaps due to increase in students' enrolment rate which had led to population explosion in business education department. It has been observed that physical facilities are essential tools to facilitate and stimulate teaching and learning process. If qualitative instructional facilities are available, students may likely develop interest in learning and this may lead to high academic achievement^{182,183}. A close observation of poor performance of business education students perhaps could be traced to lack of physical facilities and a motivating learning environment. A college that lacks the necessary instructional facilities required for effective teaching and learning, little is expected from the students of such college in terms of high academic achievement as inadequate physical facilities have some adverse effect on students' interest to learn. In a situation where students are not having access to normal instructional facilities like laboratories, library, equipment, classrooms, seats in the classroom; low academic performance of students could be recorded. There should be enough space, seats, laboratories,

internet facilities and a host of other instructional facilities that could enhance the level of motivation and academic achievement of students¹⁸⁴.

Physical and material resources are other determinants and part of instructional facilities in school. Some researchers discovered very positive and significant relationship between instructional facilities and students' academic achievement in keyboarding. Students in institutions endowed with more instructional facilities performed better than those institutions that are less endowed. Instructional facilities increase teachers' effectiveness in the classroom because they augment, complement and supplement their efforts. It was reported on a study conducted on the impact of overcrowded conditions on students' achievement and teachers' efficiency that overcrowded schools are noisier and create more non-instructional duties. Overcrowding, due to inadequacy of physical facilities affected both classroom activities and instructional techniques. In a study on the relationship of the physical environment to teachers' professionalism, it was revealed that physical environment or facilities affect teachers in their performances¹⁸⁴. Most important environmental facilities which affect teachers' performance are classrooms, furniture and class equipment. Adequate instructional facilities dignified, artistic exterior is suggestive of the purpose for which school building exists, make the scholars proud of their school and will have an impressive influence on their performance at school. The magnitude of instructional resources as it was stated that they make teaching more productive; give instruction a more scientific base; make teaching and learning more individualistic; make instruction more powerful and immediate; and finally make attainment of objectives easier. Availability in quality and quantity of suitable material, physical facilities, in good supply, are crucial for students' academic achievement and proper planning should be done on school facilities¹⁸⁵.

There is a direct bearing between a range of instructional facilities which include physical and material; and academic achievement. Adequate and qualitative facilities are required for an effective learning and teaching to take place. School facilities are the operational inputs, which enable a teacher to achieve some level of instructional efficiency and effectiveness. School facilities can be said to be the physical and spatial for teaching and learning which will increase the production and attainment of desired results. A significant relationship between adequacy of infrastructural facilities, physical plants and teachers' effectiveness and students' academic achievement were discovered in a study and it was also reported that school buildings that can adequately provide a good learning environment are essential for students' success. In a study of high schools, a significant relationship was found between students' academic achievement and the availability and usability of physical and material facilities¹⁸⁶.

2.3.4 Students' Attitude and academic Achievement

The kind of attitudes which a student has affects academic work and learning. If he has positive attitudes about teachers and likes school work, it is almost inevitable that he will experience some success, and through reinforcement (a feeling of achievement) will work more effectively and achieve more nearly up to his capacity. Conversely, negative attitudes toward academic and teachers usually signify that his interests and energies are aimed elsewhere and that he will fight attempts to make him learn. Attitudes help students to adjust, to express their values, and to determine the effort they will devote to learning. Attitudes exert a directing influence on the manner in which one responds to a great variety of situations. The way one thinks, feels, and acts, is determined largely by the dominant attitude at the moment¹⁸⁷. A good student is the one who is eager to learn and has positive

attitudes towards learning. Having learning expectation at a low level will reduce the motivation and consequently the success. Students who are much better motivated for learning both get more successful and tend towards the thinking skills. It is known that positive attitude of students towards obtaining knowledge support their efforts to learn effectively. Learning is basically an individual performance which can be positive or negative attitudes towards learning¹⁸⁸. Attitude is a tendency which is attributed to individuals and creates ideas, feelings and behaviours about a psychological object in an orderly manner. Attitudes which cause individuals to always behave in the same way to people, objects, events and foundations are constant and unchangeable beliefs, feelings and tendencies. While the positive attitudes serve a better comprehension of the nature of learning for the learners, it also makes the students more open to learning, increases their expectations from learning process and reduces their anxiety levels. Students having positive attitudes towards reading have more advantage in academic achievements while students with negative attitudes go down. It is essential to determine what attitudes exist and attempt to improve any unfavourable ones as attitudes permeate our very existence¹⁸⁹.

A student's self-concept is best viewed as the complex system of attitudes and values which he has developed concerning himself in relation to the external world. The student who sees himself as "honest" has favourable attitudes toward honest behaviour while the student who considers himself as "tough" has negative attitudes toward the social and moral codes, law enforcement, and other social values¹⁹⁰. Once incorporated into the self-structure, attitudes force the student to react in a way consistent with his self-image. The student who has a favourable attitude toward academic and the teacher is not likely to misbehave, for to do so would lead to internal conflict¹⁹¹. Only the attitudes that are consistent with the present

self-concept are assimilated and they serve to shape future behaviour. It was indicated that learning is a relatively permanent change in behaviour that results from the experiences of an individual with his environment¹⁹². Learning results primarily from reinforcement which is some form of feedback to the student so that he becomes aware of the correctness of his response. Attitudes are an antecedent of behaviours which determine the responses. Attitudes then become an important concern of educators as attitudes contribute to behaviour. Attitude of a person in response to an external situation is dependent upon the condition of that person as well as upon the nature of the situation¹⁹³. Further, it was indicated that the condition of the person is determined by his attitudes. Therefore, the importance of attitudes to learning theory is determined by the fact that attitudes are predispositions to respond in a certain way. Because educational objectives are realized when appropriate responses are reinforced, the recognition of the direction and intensity of attitudes that are related to the responses determined to be important in the development of Keyboarding skills are of crucial importance to Keyboarding teachers. Attitudes determine responses, and properly reinforced responses produce students who can perform effectively well in Keyboarding¹⁹⁴.

In the process of structuring attitude, being positive or negative in the way of accepting information, being open to learning or not, having high or low expectation levels and developed anxiety levels are all important factors¹⁹⁵. Extreme anxiety of the learners reduces their motivation levels, creates decrease in performance and thus it affects the self-confidence of individuals in a negative way¹⁹⁶. Learning needs and expectations of the learners can change, in this sense, the learners need to know what is necessary to learn and how they will make this process easier. Nowadays, learners' learning to learn, making effort for learning and high desire towards it are important focal points. It is one of the important

roles of teachers to support the learners for developing positive attitudes towards learning. The role of teacher is not only conveying knowledge but also simplifying the knowledge acquisition by building up learning desire for the students¹⁹⁷. Students need to be reinforced about learning to learn at any institution of higher learning. Bringing in lifelong learning desire and skills must create the priority of supporting their being opened to learning¹⁹⁸. To give business education teachers an insight into the development of those attitudes that are important to the behaviours contributing to success in keyboarding education. The most powerful demonstration that attitudes toward business education play a causal role in achievement is an experiment in which student attitudes are manipulated and the consequences in terms of achievement are observed¹⁹⁹.

2.3.5 Keyboarding Education and Students' Academic Achievement

Poor Societal Perception is seen in the general apathy shown by the people being caused by the age-old attitude towards keyboarding in the society²⁰⁰. In the past, the society looked down on Vocational Education teachers and those who are into keyboarding are considered as drop-outs²⁰¹. There is still a strong tendency towards white-collar job as a result of low status associated with most kinds of Vocational Education, especially keyboarding²⁰². Despite government efforts to establish a sound vocational programme, little impact has been made in terms of improving the status²⁰³. It was because of this cold attitude towards Vocational Education that a matter relating to its good implementation is often ill-treated²⁰⁴. It was in the light of this attitude that it was noted that some decision makers did not think that the programme was sufficiently important to deserve funding²⁰⁵. The attitude of societies, communities and individuals alike towards Keyboarding programmes needs to be changed if improvement is expected in this area²⁰⁶.

Funding of vocational programmes face severe financial problems because the industries and individual organisation who are the main consumer of the vocational products are non-challant about supporting and financing vocational programme²⁰⁷. These being the case, vocational education do not have enough funds needed to execute developmental project and programmes. It should be known that Vocational Education is highly capital intensive and it requires huge sum of money to run²⁰⁸. A lot of capital outlay is required to procure the necessary equipment, machines, tools, facilities and other consumables, which are needed to be stocked in workshops or laboratories for effective instruction. The absence of which may result in the collapse of fully implementing the programme²⁰⁹. The financial problem is also making it difficult to expose teachers and instructors to more training and retraining programmes²¹⁰. The government has not been fair enough with its funding policy on these programmes and unless this attitude is changed, the programme will not only drag or remain stagnant, but will be gradually phased out from the school curriculum²¹¹.

Inadequate physical and material resources in vocational education programmes such as buildings and well-equipped workshops and laboratories are of paramount importance, unfortunately, this is not always so in most institutions²¹². In most tertiary institutions that offer this programme, it is observed that engineering workshops are used for training Vocational Education, the instructors are also engineering based who do not have any pedagogy/teaching skill not considering that engineering and technical education are different areas, as one cannot be substituted for the other for maximum efficiency²¹³. The same scenario is applicable to the teaching of Keyboarding where computer laboratories and instructors who are computer based are technically improvised for teaching of Keyboarding²¹⁴.

There is perceived insufficient qualified staff as no educational system could rise above the level of the quality of its teachers²¹⁵. Business Education teachers must be highly trained and acquire enough skills in order to make them capable of communicating their skill to others effectively. What obtains is that highly skilled Business Education teachers are snatched by industries which pay good salaries leaving few ones in the teaching profession which are grossly inadequate²¹⁶. Suffice to say that while most departments are overstaffed, making for two or more lecturers to man one course as it were, Business Education Departments are grossly understaffed making for one lecturer to handle more courses which is a direct opposite of what obtains in many other departments in the same institution²¹⁷.

There has been gross neglect of Vocational Education for a long time because of the negative perception of those who should project it and nurture it to maturity²¹⁸. Vocational Education are usually treated least in fund allocation in many institutions, this is because of low perception about this programme²¹⁹. The negative perception held by society that vocational education, especially Keyboarding, is for “drop out and academically deficient” must change²²⁰.

There are managerial factors as some institutions have not helped in promoting and projecting the good image of Vocational Education. For example, in 2000, the Management of Tai Solarin College of Education ordered that most of the Technical based courses in the School of Vocational and Technical Education be merged and harmonized with most related courses in other Faculties. The reason was to reduce cost. It however, took the concerted efforts of experts and non-experts in this area to convince the authority to have a change of heart²²¹.

Training and re-training programme, some Vocational Teachers have poor training background owing to the problems encountered during the training process²²². Most technical teachers have never since their practice gone for re-training programme in order to keep abreast with the ever-dynamic technological innovation associated with the ever-changing needs of the society²²³. This essentially would have been done through adequate re-training programmes: workshops, seminars, conference and higher school programmes. Anyone who does not follow the dynamics of technology in this century would be taken unaware²²⁴. Most unfortunately, vocational teachers do rarely attend such orientation programmes because of the high rate of funding, and the negative attitude of administrators coupled with government low funding policy for this kind of programme. All these discourage the teachers from participating in the re-training exercise²²⁵.

2.3.6 NCCE Benchmark for Minimum Academic Standard (NCCE-BMAS)

The National Commission for Colleges of Education (NCCE) was established by an Act in 1989 as the third leg of the tripod of excellence in the supervision of tertiary education in Nigeria. Its mandate includes, inter alia, the laying down of Minimum Academic Standards for all programmes of teacher education and accrediting their certificates and other academic awards²²⁶.

The establishment of the Commission was a resultant effect of the utmost importance accorded to quality teacher education by the Federal Government of Nigeria. Since inception, the Commission has continuously pursued goals of quality assurance in teacher education. The pride of the commission is based on the seminal philosophy in the National Policy on Education (NAPE) which states that no education can rise above the quality of its teachers²²⁷.

The decree establishing the NCCE mandates it, among other functions, to:

- i. Make recommendation on the National Policy necessary for the full development of teacher education and training of teachers.
- ii. Lay down minimum standards for all programmes of teacher education and accredit their certificates and other academic awards.
- iii. Approve guidelines setting out criteria for accreditation of all Colleges of Education in Nigeria.
- iv. Determine the qualified teacher needs of the country for the purpose of planning training facilities and in particular; prepare periodic master plans for the balanced co-ordinated development of Colleges of Education.
- v. Advise on, and take steps to harmonize entry requirements and.
- vi. Consider any matter pertaining to teacher education as may be referred to it from time to time by the Minister.
- vii. Enquire into and advise the Federal Government on the financial needs of the Colleges and receive block grants from the Government and allocate to the Colleges based on approved formula.
- viii. Collate, analyze and publish information relating to teacher education in the country.
- ix. Undertake periodic reviews of terms and conditions of service of personnel in the Colleges of Education and make recommendations thereon to the government.
- x. Make recommendations on the development of Pre-Vocational Technical, Agricultural, Business and Home Economics Education in our Primary and Secondary Schools and advise as to what necessary facilities would be provided

for them: The course requirements, the relative contribution of government and industry and how to ensure that our women take full part in these.

- xi. Recommend to the Visitor of the College that a visitation is made to the College as and when it considers it necessary²²⁸.

Some of the facilities required for establishment of Business Education programme under Vocational Education in Colleges of Education as stipulated by NCCE include:

1. Facilities

- (a) Space and Classroom

- i) Lecture theatres and lecture halls to be provided for up to 500 students at a time, where necessary (for general courses), and with public address system. There should be a moderate hall to accommodate up to 35 students for Vocational courses and laboratory for 20 students for practical courses.
- ii) Adequate number of classrooms for seminars, group discussions, with sufficient room for passage, etc.
- iii) Staff office facilities: basic office furnishing and equipment including computers for Heads of Departments.

- (b) Laboratory and Equipment

- i) There should be a well-equipped Information Communication Technology (ICT) Centre;
- ii) School and Departmental libraries, after a well-established College Library is already in place. School and College Library facilities are specially needed.
- iii) Vehicles for Industrial Training/Teaching Practice Supervision.

- iv) Counselling Centre with appropriate professionals, para-professionals, administrative/teaching staff with equipment
- v) There should be at least one typing pool, shorthand laboratory, modeling office, minimum of two large laboratories for Food and Nutrition and Clothing and Textile, Crop Production and livestock studies, laundry laboratory
- vi. Large and standard farmland for Agricultural courses with mechanical tools, farm implements and workshop, fish pond, crop farm, bee keeping, snailry, cane rat farming, student plots, research farm.
- vi. Well-furnished 30ft x 30ft Art Gallery Room, Computer Graphics Room, studio for drawing, photographic dark room and studio with air-conditioner, curtains and rug.

(c) Staff Offices

Each senior staff should have a comfortably furnished office to himself/herself. The HODs should be provided with Computer facilities. There should be an office for the supporting staff (typist, clerks, etc.) with relevant equipment (e.g. computers, typewriters, reprographic machines, etc.).

(d) Library

There must be enough books to cover all the areas of the subject in the ratio of one student to ten books (1:10). A Departmental Library is also compulsory with current journals in all disciplines.

(e) Equipment

There should be equipment required for the teaching of the skills in all disciplines thus:

i. Business Education

30 manual typewriters, 1:3 students computer, 30 swivel chairs, tables, desks, chairs, demonstrating stand, file cabinets, tape recorders, headphones, punching machines, file trays, adding and listing machine, dictionaries, stop watch, perforator^{229,230}, etc.

2. Personnel

(a) Academic Staff

At least one academic staff per subject area with a minimum qualification of a first degree. A Minimum of Master's degree with teaching qualification is required for appointment as the HOD in all the Departments in the College of Education. The recommended staff/student ratio is 1:20 for Shorthand, Typewriting and Home Economics practical and 1:30 for other Vocational courses in view of the fact that all students in the College offer the programme.

(b) Non-Academic Staff

Department and units in the School of Vocational Education should be sufficiently staffed with suitable clerical and administrative personnel. Secretary, School Officer, Secretarial Assistant, Studio Attendant, Technicians, Artisans, etc^{231,232}.

2.4 Conceptual Framework

The Conceptual Model as shown in Figure 2.4 below shows the interrelationship between the independent variables; instructional facilities, academic staff indices, attitude and students' time management and the dependent variable; students' academic achievement in Keyboarding. The contributions of the independent variables to students' academic achievement in Keyboarding (the dependent variable) are also highlighted. Institution ownership which is further divided into federal and state serve as the moderating variables.

Conceptual Model

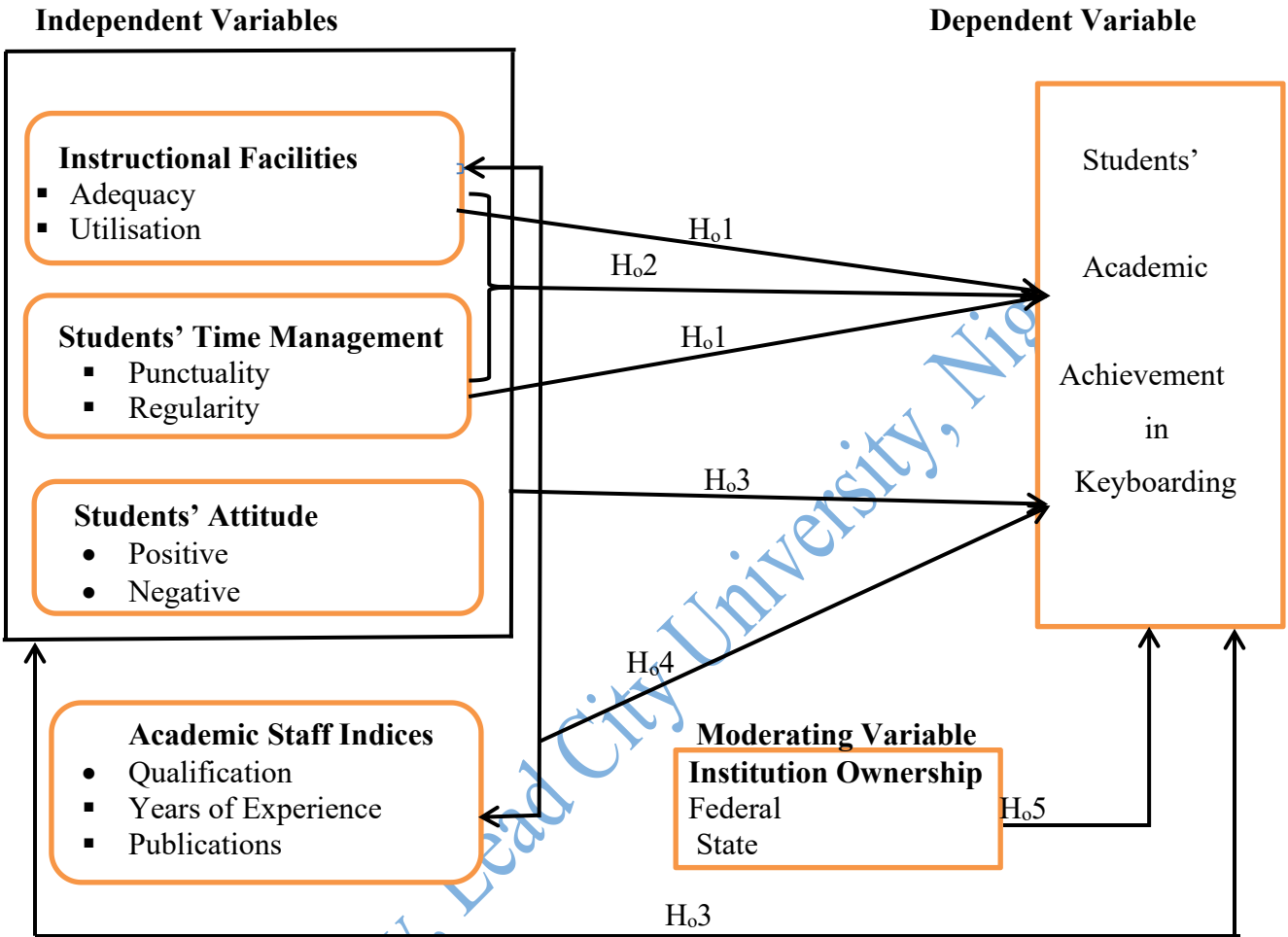


Fig. 2.4 Conceptual Model of the Instructional Facilities, Lecturers' Indices, Attitude and Time Management on Students' Academic Achievement

Source: The Researcher (2022)

2.5 Summary of Gaps in Literature Reviewed

From various literatures, theories and studies reviewed, it could be clearly seen that there are tendencies for the independent variables of this study – instructional facilities, lecturers' indices, students' attitude and time management to have significant effect on the dependent variable which is students' academic achievement in Keyboarding. Many of the literatures reviewed were able to adequately link their independent variables such as instructional facilities, academic staff indices, time management, keyboarding skill, students' attitude, benchmark, curriculum to their various dependent variables. Majority of the literatures reviewed were researches conducted locally with high level of recency which implies that studies and theories reviewed could be used to address contemporary issues on its variables. Also, many of the literatures reviewed were in tandem with the variables of the research work while concepts and theories were equally well reviewed and reported.

Though, many literatures were deeply and well-reviewed, yet, some of the literatures, theories and studies were deficient in appropriately linking and usage of the various methods required at arriving at a generalized conclusion. For instance, many of the studies conducted on instructional facilities failed to consider the facilities availability in line with various requirements and approval of the regulatory bodies as contained in the benchmark of such body. Most of the facilities were considered based on physical counting. Many of the theories equally failed to provide models that can appropriately match, explain and back-up their theoretical reviews. Conceptual models were not developed for some hypotheses, while some of those that were developed, poorly linked the independent to dependent variable, some moderating variables were not in tandem with other variables. Some independent variables did not have indices to buttress and enlarge their concepts while some empirical

studies were muddled-up with the conceptual review which made it difficult to differentiate between concept and empirical. Discussion of some studies failed to link their environment to the existing contemporary issues while some scope of the study were poorly selected, therefore, their findings could not be generalized to other areas. Some terms were not equally operationally defined as used in the study. There were no models for some theories.

Although, most of the reviewed literatures revealed that similar or closely related studies have been carried out around the research topic, yet, there are still some existing gaps left unfilled. Most of the reviewed literatures on instructional facilities availability were not carried out as specified and approved by various regulatory bodies with cognisance to the BMAS while some studies failed to harness the facilities available to students' academic achievement. On facilities adequacy and utilisation, some studies failed to consider the level of the available facilities for the students' needs, instead, they were considered in terms of quantity. Some studies on academic staff indices failed to consider lecturers' publications and their attendant at local/international conferences, instead, their academic qualifications were used as yardsticks. Studies on attitude failed to consider the negative side of students' attitude towards learning, instead, it was viewed from the positive perspective of the learners. Time management was not directly linked to the students, rather, it was viewed from the school and teachers' perspectives. Many of the studies equally failed to report on the level of academic achievement of the students, on either poor, low, average or high. There was failure in linking how the reviewed variables would have direct effect on students' academic achievement. Based on the observed deficiencies, this study, was therefore, conducted to close and bridge-up the existing gaps which were either undiscovered or unreported by past studies in order to substantiate and arrive at the most valid and acceptable conclusion.

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Chapter Three

Methodology

This chapter focuses on methods adopted in carrying out the study as presented under these sub-headings: research design, population of the study, sample and sampling techniques, research instrument, validity and reliability of the research instruments, methods of data collection and methods of data analysis.

3.1 Research Design

The study adopted a descriptive survey research design to investigate the contribution of instructional facilities, academic staff indices, students' attitude and time management to students' academic achievement in Keyboarding in Colleges of Education in Southwest, Nigeria. Descriptive survey research design was considered appropriate for this study because the independent variables (instructional facilities, academic staff indices, students' attitude and time management) have already been put in place and the researcher is interested in measuring them in their pre-existing situation to determine their contribution on the dependent variable (students' academic achievement in Keyboarding). Hence, the researcher wants to find out how the existing variables would contribute to students' academic achievement in Keyboarding in Colleges of Education in Southwest Nigeria.

3.2 Population of the Study

The population of this study consisted of 13,834; comprising of 154 Business Education lecturers and 13,680 students in Colleges of Education in Southwest, Nigeria. As at the end of 2019/2020 academic session, the breakdown of the population of Business Education students were: 4,090 students and 45 lecturers in Lagos State, 3,075 students and 23 lecturers in Ogun State, 720 students and 9 lecturers in Ekiti State, 1,250 students and 15

lecturers in Ondo State, 1,700 students and 21 lecturers in Osun State and 2,845 students and 41 lecturers in Oyo State¹.

Table 3.1 Population Distribution of the Study

State	Name of College of Education	Ownership Status	No. of Students	No. of Lecturers
Lagos	Federal College of Education (Technical), Akoka	Federal	1,300	13
	St. Augustine College of Education, Akoka	Private	320	6
	Michael Otedola College of Primary Education, Epe	State	1,000	11
	Cornerstone College of Education, Lagos	Private	420	7
	Ansar-Ud-Deen College of Education, Isolo	Private	560	4
	Adeniran Ogunsanya College of Education, Ijanikin	State	560	4
	Total		4,090	45
Ogun	Federal College of Education, Abeokuta	Federal	905	8
	Piaget College of Education, Abeokuta	Private	240	3
	Tai Solarin College of Education, Omu-Ijebu	State	1,585	9
	Yewa Central College of Education, Ayetoro	Private	350	3
	Total		3,075	23
Ekiti	College of Education, Ikere-Ekiti	State	720	9
	Total		720	9
Ondo	Adeyemi College of Education, Ondo	Federal	1250	15
	Total		1,250	15
Osun	College of Education, Ila-Orangun	State	600	9
	Osun State College of Education, Ilesa	State	1,100	12
	Total		1,700	21
Oyo	Federal College of Education (Special), Oyo	Federal	1,500	16
	Emmanuel Alayande College of Education, Lanlate, Oyo	State	850	13
	Delar College of Education, Ibadan	Private	260	6
	Muftau Olanihun College of Education, Ibadan	Private	235	6
	Total		2,845	41
6	Grand Total	18	13,680	154

Source: NCCE Statistical Digest, 2020

3.3 Sample and Sampling Techniques

The sample of this study consisted of 1,725 students and 70 lecturers in six selected Colleges of Education in Southwest, Nigeria. This represents minimum of 10% of population of study as suggested by scholars that to ensure representative sample, minimum of 10% of population from 10,000 upward should be used for a study^{2,3,4&5}. For this study, Krejcie and Morgan Table was used to determine the sample size of the study (Attachment 1).

A multi-stage sampling technique was used in selecting the sample. Firstly, three states that have both federal and state Colleges of Education were randomly selected from the six states in Southwest, Nigeria. Secondly, two Colleges of Education (federal and state) were selected from each of the state given a total of six Colleges of Education. Thirdly, for equal representation, a proportionate sample size was used to select the students in year two and year three from each College of Education (based on Krejcie and Morgan Table). A total of 1,725 students were selected in the six Colleges of Education. Lastly, there was total enumeration of sampling for lecturers as the population in each of the sampled college is not too large for the study to accommodate.

The selected student sample was based on the fact that they had completed coursework in the following courses:

Keyboarding I – BED 117- Theory

Keyboarding II – BED 127 – 25WPM

Word Processing I – BED 217 – 30 WPM

Word Processing II – BED 225 – 35 WPM

Sample distribution of students and lecturers in the six selected Colleges of Education are as tabulated below:

Table 3.2 Sample Distribution of the Study

States	Colleges of Education	Students' Sample	Lecturers' Population	Total
	Federal College of Education (Technical), Akoka	297	13	310
Lagos	Michael Otedola College of Primary Education, Epe	278	11	289
Ogun	Federal College of Education, Abeokuta	269	8	277
	Tai Solarin College of Education, Omu-Ijebu	310	9	319
Oyo	Federal College of Education (Special), Oyo	306	16	322
	Emmanuel Alayande College of Education, Lanlate, Oyo	265	13	278
3 States	Six Colleges	1,725	70	1,795

Source: The Researcher (2021)

3.4 Description of the Research Instruments

Five research instruments were used in this study for data collection from staff and students as listed below:

1. Demographic Data (for lecturers and students)
2. Instructional Facilities Checklist (for lecturers and students)
3. Academic Staff Indices (for lecturers)
4. Time Management Scale (for students)
5. Keyboarding Attitudinal/Keyboarding Achievement Test (for students)

Demographic Data

The instrument was designed to obtain information on the demographic characteristics of the respondents (lecturers and students) such as qualification, age, gender, year of study, status, years of experience, etc.

Instructional Facilities Checklist (IFC)

Instructional Facilities Checklist administered on the lecturers was a three-in-one instrument comprising of items that will reveal the level of availability, adequacy and

utilisation of instructional facilities in Colleges of Education. It was a standardised instrument (Checklist) from NCCE comprising of list of instructional facilities required for teaching in Business Education Department in Colleges of Education as stipulated by the National Commission for Colleges of Education Benchmark for Minimum Academic Standard (BMAS). The instrument was divided into three parts (A, B and C). Part A elicited information on availability of instructional facilities; part B sought for information on adequacy of instructional facilities while part C sought for opinion on utilisation of available instructional facilities. Items under availability of instructional facilities was rated based on inventory taking of the facilities available for teaching of Business Education with a rating scale of (available and not available) while items under adequacy and utilisation were on four-point rating scale as indicated below:

Response Option	Rating Scale
Highly Adequate/Very Well Utilised	4
Moderately Adequate/Well Utilised	3
Moderately Inadequate/Moderately Utilised	2
Highly Inadequate/Not well Utilised	1

The instruments, being standardised test, were used by some scholars for studying of related variables on instructional facilities in 2019 with a reliability coefficient of 0.89. This shows that the instruments were appropriate for use in this study⁷.

The Instructional Facilities test administered on students was equally a standardised NCCE Checklist. It was a three-in-one instrument comprising of items that revealed the level of availability, adequacy and utilisation of instructional facilities in the colleges.

Academic Staff Indices Test (ASIT)

Quality of Academic Staff Test administered on the staff was an instrument comprising of items that revealed academic staff quality. It was a standardised questionnaire comprising of 10 items on quality of academic staff. The instrument comprised of 10 major items with three (3) other sub-divisions under items five (5) and six (6). The instrument has a five point rating scale as indicated below:

Response Option	Rating Scale
Highly Qualified	5
Very Well Qualified	4
Well Qualified	3
Moderately Qualified	2
Qualified	1

The instrument, being a standardised test, was used in 2019 by a scholar on related variable. The instrument yielded a reliability coefficient of 0.81. This shows that the instrument is suitable for use in this study.

Time Management Test (TMT)

Time Management Test administered on the students was a singular questionnaire. The questionnaire was used to obtain information on how Business Education Students' utilise and manage their time. The instrument comprised of 20 items on a four-point rating scale as listed below:

Response Option	Rating Scale
Always	4
Often	3
Sometimes	2
Rarely	1

The instrument was a standardised instrument and was adopted for measuring of similar variables in a research conducted in 2020 with a reliability coefficient of 0.83. This shows that the instrument is suitable for use in this study.

Keyboarding Attitudinal/Keyboarding Achievement Test

Instruments used for the assessment of the students on Keyboarding are two-in-one instrument. Part One is Keyboarding Attitudinal Questionnaire while part B is a Keyboarding Achievement Test. Both are standardised instruments. Keyboarding Attitudinal Scale contained 20 items which was used to gather opinions of the students on their attitudes towards Keyboarding as a course. The instrument has four-point rating scale as listed below:

Response Option	Rating Scale
Strongly agree	4
Agree	3
Disagree	2
Strongly disagree	1

Negative questions were intentionally included in order to know the extent of the students' interest and attitudes towards Keyboarding. Some of the negative questions include "*My Keyboarding knowledge is a waste*", "*I cannot attain greater height with Keyboarding*" and "*I am ashamed of learning Keyboarding, etc.* Scores of all the negative questions were reversed.

Part two of the instrument was a Keyboarding Achievement Test. It was a 25-word per minute manuscript with a stroke and syllabic intensity of 1:28 and one other text which was to be selected from section B. The instrument was used to determine the level of students' academic achievement in Keyboarding. The Speed and Accuracy text was to be typed out on a computer within a period of 10 minutes. In measuring the students' academic achievement, any error above five attracts a penalty of $\frac{1}{2}$ mark each. Other text too was to be typed within ten minutes. The higher the error committed, the lower the academic achievement in Keyboarding.

3.5 Validity of the Research Instruments

To ensure that all the instruments used gave the required responses, a face and content validity was employed as the researcher gave all the instruments to experts in the field of Educational Management, Test and Measurement and Business Education at Lead City University, Ibadan and Olabisi Onabanjo University, Ago-Iwoye and also at the Department of Office Technology and Management, Moshood Abiola Polytechnic, School of Vocational Education, Piaget College of Education, Abeokuta and College of Education, Ikere-Ekiti, Abeokuta Study Centre, for corrections and thorough scrutiny. After the experts have thoroughly scrutinized and contributed meaningfully their input in order to ensure that the instruments measure what it intends to measure, the researcher then submitted the instruments to her supervisor for input and final corrections. The supervisor gave her final input and approval, and therefore, certified the instruments good enough for use. The instruments were used after the final approval and nod from the supervisor.

3.6 Reliability of the Research Instruments

To determine the reliability of the instruments, pilot studies of the instruments were done using twenty (20) students and five (5) lecturers both from Moshood Abiola Polytechnic and Yewa Central College of Education, Abeokuta. The lecturers and students from the two institutions were not part of the sample size of the real study. The instruments were administered to the lecturers and students after they have been thoroughly briefed about the study. Cronbach alpha was used to assess the reliability of the instrument while Kuder-Richardson 20 (KR-20) was used to determine the reliability of the achievement test. In determining the reliability of the instruments in order to examine the consistency and stability of the measurement over time, a reliability coefficient (r) value of 0.975 (97.5%) was obtained for Academic Staff Indices, 0.989 (98.9%), for Instructional Facilities Adequacy, 0.988 (98.8%) for Attitudinal Scale, 0.994 (99.4%) for Students' Time Management, 0.937 (93.7%) was obtained for Instructional Facilities Utilisation and 0.89 (89%) for Achievement Test. Cumulatively, an average reliability coefficient (r) value of 0.962 (96.2%) was obtained for all the instruments. However, KR-20 value of 0.91 (91%) was obtained for Keyboarding Achievement Test. The reliability coefficient values obtained for all the instruments were very high, therefore, the instruments were considered reliable enough for use in this study.

3.7 Methods of Data Collection

Data were collected by the researcher with the help of two Research Assistants. The researcher educated the Assistants on how to carry out the administration of the instruments to ensure compliance and retrieval of circulated copies. Phase one was administration of the instruments while phase two was administration of Keyboarding Achievement Test. Before administration of the instruments, respondents (students and lecturers) were enlightened on

the aim and objectives of conducting the study, the reason for engaging them in the exercise and emphasise on the need for sincerity in responding to items with assurance that information supplied would be treated with utmost confidentiality. The splitting of instrument administration into different days was to ensure full retrieval of the completed copies of the instruments and to allow for the practical test in Keyboarding.

3.8 Methods of Data Analysis

Data collected were analysed using descriptive statistics of frequencies and percentages for demographic data, mean and standard deviation for research questions and inferential statistics of Multiple Regression Analysis for hypotheses H₀1 to H₀4 and t-test statistics for hypothesis H₀5 at 0.05 level of significance.

Endnotes

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- ⁸ Federal Republic of Nigeria, *National Policy on Education*, NERDC, Abuja, 2013 edition, 2013, 22 – 29, ISBN 3814239-13.

Chapter Four

Results and Discussion of Findings

This chapter explained the detailed analysis, interpretations and findings of the data collected with various instruments. Data collected were to investigate how instructional facilities, academic staff indices, students' attitude and time management could determine students' academic achievement in Keyboarding in Colleges of Education, Southwest, Nigeria. Three instruments comprising of Questionnaire, Checklist and Achievement Test were used to collect data. Out of a total sample size of 1,725 Business Education students, it was discovered that only 600 students out of students offering Keyboarding have completed courses in BED 117, BED 127, BED 217 and BED 225. Therefore, the 600 students that have completed the required courses in Keyboarding became the target audience and focused sample size.

The 600 students attempted the questionnaires and the achievement test. Total enumeration of the lecturers were carried out, therefore, 70 lecturers answered questions on instructional facilities utilisation and academic staff indices while the checklists were attended to by the Heads of the Department. All the instruments were distributed by the researcher and the Research Assistants both personally and via several electronic means. There was a huge success in the retrieval of the instruments as all instruments were fully returned most especially with selfless efforts of the Research Assistants and various online platforms.

4.1 Demographic Data Analysis

The analysis of the demographic data of the respondents are hereby presented.

Demographic Characteristics of the Lecturers

The demographic characteristics of the lecturers are presented below:

Table 4.1: Demographic Data (Lecturers)

S/N	Variables	Characteristics	Frequency (N = 70)	Percentage (100%)
1.	Gender	Male	31	44
		Female	39	56
2.	Age	Below 25 years	4	6
		25-34 years	16	23
		35-44 years	18	26
		45-54 years	22	31
		55 years and above	10	14
3.	Educational Qualification	B.Sc.	2	3
		B.Ed	8	11
		PGDE	2	3
		Master Degree	42	60
		Ph. D	16	23
4.	Length of Service in years	0 – 5	7	10
		6 – 10	13	19
		11 – 15	28	40
		16 – 20	14	20
		20 and above	8	11
5.	Institution Ownership	Federal	37	53
		State	33	47

Source: Field Survey, 2022

Table 4.1 above shows that the study was dominated by female lecturers with a total of 56% while the male lecturers have a total of 44%. This suggests that there are more female lecturers that participated in the study than their male counterparts. This implies that there are more female lecturers in Business Education Department in Colleges of Education in Southwest, Nigeria. Majority of the lecturers that attempted the instruments were between the ages of 45 – 54 years old with a total of 31% while 26% are between the ages of 35 – 44 years old. This implies that most of the lecturers are still young enough to carry out active lecturing work in Colleges of Education. A total number of 42 lecturers representing 60% of the respondents possessed Masters Degree. This implies that the lecturers possessed requisite academic qualification required to teach in institutions of higher learning and this shows that the lecturers are Very Well Qualified to teach in Colleges of Education. 40% of

the respondents representing 28 lecturers have between 11 – 15 years length of service. This shows that the lecturers are well experienced enough as they have spent several years in active teaching, thus, giving them wide range of experience to teach in Colleges of Education. A total number of 37 lecturers representing 53% are from Federal Colleges of Education while 33 lecturers representing 47% are from State Colleges of Education. This shows that more lecturers from Federal Colleges of Education participated more in the study than their counterparts from the state Colleges.

Demographic Characteristics of the Students

The demographic characteristics of the students are presented below:

Table 4.2 Demographic Data (Students)

S/N	Variables	Characteristics	Frequency (N = 600)	Percentage (100%)
1.	Gender	Male	110	18
		Female	490	82
2.	Age	15-17 years	18	3
		18-20 years	453	76
		21-23 years	113	19
		24 years and above	16	2
		200	296	49
3.	Level of Study	300	304	51
		Federal	310	52
4.	Institution Ownership	State	290	48

Source: Field Survey, 2022

Table 4.2 above reveals that the study was populated by female students with a total number of 490 female respondents representing 82% while the total number of the male students that participated in the study were 110 representing 18% of the total respondents. The age distribution of the respondents are between the ages of 18 – 20 representing a total of 76%. This implies that the respondents are mostly in their late teens and early youthful age. This is a clear indication that many of our young ones are now eager to acquire tertiary education. 296 of the respondents representing 49% were in 200 level while 304 respondents

representing 51% were in 300 level. The sample size of level of study of the respondents is very close and within a very tight range. This shows that there is an even and almost equal distribution in the level of the study of the respondents. More Federal College of Education students participated in the study with a total number of 310 representing 52% while participants from the state owned Colleges of Education are 290, representing a total of 48%.

4.2 Presentation of Data

Descriptive and inferential analyses of the study are hereby presented in this section. Research questions will be presented and analysed.

4.2.1 Research Questions

Five research questions were asked in order to investigate the extent to which the dependent variables – instructional facilities, academic staff indices, students’ attitude and time management could determine the independent variable – students’ academic achievement in Keyboarding in Colleges of Education in Southwest, Nigeria.

Research Question One

The question asks “What is the level of availability, adequacy and utilisation of instructional facilities for teaching of Keyboarding in Colleges of Education in Southwest, Nigeria”?

Table 4.3 Availability of Instructional Facilities

S/N	Item	No. Available	BMAS/NCCE Requirement	Level of Availability (100%)	Decision Rule
1.	Manual Typewriter	90	180	50	BR
2.	Computer Desktop	240	180	133	AR
3.	Swivel typing chair	225	180	125	AR
4.	Drop Desk/Typist Desk	219	180	122	AR
5.	Instructor's Table/Desk	6	6	100	A
6.	Instructor's Chair	6	6	100	A
7.	Stapling Machine	42	24	175	AR
8.	Stapling Remover	45	24	188	AR
9.	Perforator	9	12	75	BR
10.	Stop watch	6	12	50	BR
11.	Wall clock	6	6	100	A
12.	Demonstration Stand	3	6	50	BR
13.	English Dictionary	6	12	50	BR
14.	File Cabinet	15	12	125	AR
15.	Executive Table	6	6	100	A
16.	Secretary's Table	15	30	50	BR
17.	Photocopier	6	6	100	A
18.	File Tray	9	24	38	BR
19.	Computer Laptop	90	60	150	AR
20.	Adding/listing machine	6	30	20	BR
21.	Waste Paper Basket	30	60	50	BR
22.	Benches	177	300	59	BR

Source: Field Survey, 2022

Key: BR – Below Requirement A – Adequate AR – Above Requirement
 BMAS – Benchmark for Minimum Academic Standard

Decision Rule

Any item (<100%) is below requirement - 10 items
 (= 100%) is adequate - 5 items
 (>100%) is above requirement - 7 items
Total 22 items

Table 4.3 above shows that the Colleges of Education in Southwest Nigeria, though, have instructional facilities for teaching and learning of Keyboarding, but those facilities available were inadequate compared to Benchmark on Minimum Academic Standard and National Commission for Colleges of Education (NCCE) requirements. Out of 22 items sampled, it was discovered that 10 items were (<100), which are below the requirements of the NCCE. Five (5) items were (=100%) which adequately met the standard

of the NCCE while seven (7) other items were (>100%) which were available above the NCCE requirements. Some of the facilities that were available above the NCCE requirements were Computer Desktops, Laptops, Swivel Chairs, Drop Desk/Typist Desk, Stapling Machine, Pin Remover and File Cabinets. This shows that the core facilities for learning of Keyboarding were adequately provided for the students. It could be concluded that the availability of instructional facilities for teaching of Keyboarding in Colleges of Education in Southwest Nigeria was slightly below the requirements as specified in the Benchmark for Minimum Academic Standard and as recommended and approved by NCCE.

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Table 4.4: Adequacy of Instructional Facilities

S/N	Items	HA (4)	MA (3)	MI (2)	HI (1)	Mean	SD	Decision
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	f(%)	f(%)	f(%)	f(%)	(\bar{x})			Rule
1. Manual Typewriter	340 (57)	180 (30)	60 (10)	20 (3)	3.40	0.80		MA
2. Computer Desktop	240 (40)	134 (22)	119 (20)	107 (180)	2.85	1.14		MA
3. Swivel typing chair	130 (22)	236 (39)	118 (20)	116 (19)	2.60	1.03		MA
4. Drop Desk/Typist Desk	240 (40)	200 (33)	122 (20)	38 (6)	3.07	0.92		MA
5. Instructor's Table/Desk	310 (52)	181 (30)	62 (10)	47 (8)	3.26	0.93		MA
6. Instructor's Chair	281 (47)	200 (33)	68 (11)	51 (9)	3.19	0.94		MA
7. Stapling Machine	298 (50)	206 (34)	55 (9)	41 (7)	3.27	0.89		MA
8. Stapling Remover	340 (57)	213 (36)	28 (5)	19 (3)	3.46	0.73		MA
9. Perforator	349 (58)	181 (30)	42 (7)	28 (5)	3.42	0.82		MA
10. Stop watch	389 (64)	160 (27)	35 (6)	16 (3)	3.55	0.73		HA
11. Wall clock	510 (85)	61 (10)	18 (3)	11 (2)	3.78	0.58		HA
12. Demonstration Stand	240 (40)	230 (38)	90 (15)	40 (7)	3.12	0.90		MA
13. English Dictionary	70 (12)	92 (15)	199 (33)	239 (40)	1.99	1.01		MI
14. File Cabinet	440 (73)	69 (12)	49 (8)	42 (7)	3.51	0.91		HA
15. Executive Table	342 (57)	185 (31)	50 (8)	23 (4)	3.41	0.80		MA
16. Secretary's Table	210 (35)	230 (38)	110 (18)	50 (9)	3.00	0.93		MA
17. Photocopier	240 (40)	274 (46)	62 (10)	24 (4)	3.22	0.78		MA
18. File Tray	250 (42)	197 (33)	110 (18)	43 (7)	3.09	0.94		MA
19. Computer Laptop	230 (38)	188 (32)	110 (18)	72 (12)	2.96	1.02		MA
20. Adding/listing machine	290 (49)	115 (19)	104 (17)	91 (15)	3.01	1.12		MA
21. Waste Paper Basket	65 (11)	110 (18)	111 (19)	314 (52)	1.88	1.06		MI
22. Benches	378 (63)	100 (17)	69 (11)	53 (9)	3.34	0.99		MA
Average					3.11	0.91		MA

Source: Field Survey, 2022

N = 600

Key: HA - Highly Adequate MA - Moderately Adequate MI - Moderately Inadequate
 HI - Highly Inadequate SD = Standard Deviation

Decision Rule

If \bar{x} is ≤ 1.49 = Highly Inadequate

1.5 – 2.49 = Moderately Inadequate - (2 items)

2.5 – 3.49 = Moderately Adequate - (17 items)

3.5 – 4 = Highly Adequate – (3 items)

Table 4.4 above reveals the level of adequacy of instructional facilities for teaching of Keyboarding in Colleges of Education in Southwest Nigeria. Details above show that the instructional facilities available were moderately adequate for teaching and learning of Keyboarding with highest mean ($\bar{x} = 3.78$ and SD of 1.14) and lowest mean ($\bar{x} = 1.88$ and SD = 0.58). An average mean ($\bar{x} = 3.11$ and SD = 0.91) were recorded which implies that the adequacy of the available facilities were moderate. With application of decision rule, a total number of 17 items were moderately adequate, two (2) items were moderately inadequate, three (3) items were highly adequate while no item was highly inadequate. By implication, instructional facilities available for teaching and learning process of Keyboarding in Colleges of Education in Southwest Nigeria were moderately adequate.

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Table 4.5: Utilisation of Instructional Facilities

S/N	Items	VWU (4) f(%)	WU (3) f(%)	MU (2) f(%)	NWU (1) f(%)	Mean (\bar{x})	SD	Decision Rule
1.	Manual Typewriter	-	-	-	-	-	-	Obsolete
2.	Computer Desktop	54 (77)	10 (14)	4 (6)	2 (3)	3.66	0.72	VWU
3.	Swivel Typing chair	38 (54)	21 (30)	8 (12)	3 (4)	3.34	0.85	WU
4.	Drop Desk/ Typist Desk	28 (40)	21 (30)	15 (21)	6 (9)	3.01	0.99	WU
5.	Instructor's Table/Desk	50 (71)	14 (20)	4 (6)	2 (3)	3.60	0.73	VWU
6.	Instructor's Chair	49 (70)	14 (20)	6 (9)	1 (1)	3.59	0.71	VWU
7.	Stapling Machine	51 (73)	15 (21)	2 (3)	2 (3)	3.64	0.68	VWU
8.	Stapling Remover	50 (71)	16 (23)	3 (4)	1 (1)	3.64	0.64	VWU
9.	Perforator	42 (60)	18 (25)	6 (9)	4 (6)	3.40	0.87	WU
10.	Stop watch	62 (89)	4 (6)	3 (4)	1 (1)	3.81	0.57	VWU
11.	Wall clock	43 (61)	19 (27)	5 (7)	3 (4)	3.46	0.81	WU
12.	Demonstration Stand	47 (67)	13 (19)	6 (9)	4 (6)	3.47	0.88	WU
13.	English Dictionary	43 (61)	20 (29)	4 (6)	3 (4)	3.47	0.79	WU
14.	File Cabinet	49 (70)	11 (16)	7 (10)	3 (4)	3.51	0.85	VWU
15.	Executive Table	49 (70)	10 (14)	6 (9)	5 (7)	3.47	0.93	WU
16.	Secretary's Table	43 (61)	21 (30)	4 (6)	2 (3)	3.50	0.74	VWU
17.	Photocopier	47 (67)	11 (16)	7 (10)	5 (7)	3.43	0.94	WU
18.	File Tray	50 (71)	13 (19)	4 (6)	3 (4)	3.57	0.79	VWU
19.	Computer Laptop	48 (69)	12 (17)	7 (10)	3 (4)	3.50	0.85	VWU
20.	Adding/ listing machine	50 (71)	10 (14)	6 (9)	4 (6)	3.51	0.88	VWU
21.	Waste Paper Basket	51 (73)	9 (13)	7 (10)	3 (4)	3.54	0.85	VWU
22.	Benches	49 (70)	10 (14)	8 (12)	3 (4)	3.50	0.86	VWU
	Average					3.51	0.81	VWU

Source: Field Survey, 2022

N = 70

Key: VWU - Very Well Utilised
NWU - Not Well Utilised

WU - Well Utilised MU - Moderately Utilised
SD = Standard Deviation

Decision Rule

S/N	Indices	HQ 5 f(%)	VWQ 4 f(%)	WQ 3 f(%)	MQ 2 f(%)	Q 1 f(%)	Mean (\bar{x})	SD	Decision Rule
1.	Academic Qualification	16 (23)	42 (60)	2 (3)	8 (11)	2 (3)	3.90	0.98	VWQ
2.	No. of Professional Bodies	5 (7)	26 (37)	18 (26)	13 (19)	8 (11)	3.10	1.14	WQ
3.	Rank	3 (4)	7 (10)	40 (57)	11 (16)	9 (13)	2.77	0.95	WQ
4.	Length of Service	8 (11)	14 (20)	28 (10)	13 (19)	7 (10)	3.04	1.12	WQ
5.	No. of Training(s) attended								
i.	In-Service	-	2 (3)	18 (26)	18 (26)	32 (45)	1.86	0.91	MQ
ii.	On-the-Job	-	3 (4)	20 (29)	17 (24)	30 (43)	1.94	0.95	MQ
iii.	Local	-	4 (7)	8 (11)	26 (37)	32 (45)	1.77	0.87	MQ
iv.	International	-	-	-	2 (3)	68 (97)	1.03	0.17	Q
6.	Publication(s)								
i.	Books	-	-	-	-	70 (100)	1.00	0.00	Q
ii.	Chapters in Book	5 (7)	7 (10)	8 (11)	10 (14)	40 (58)	1.96	1.32	MQ
iii.	Sole Authored Journals	2 (3)	3 (4)	7 (10)	12 (17)	46 (66)	1.61	1.03	MQ
iv.	Co-authored Journals	2 (3)	8 (11)	13 (19)	17 (24)	30 (43)	2.07	1.16	MQ
7.	Leadership Position(s)	2 (3)	6 (9)	12 (17)	14 (20)	36 (51)	1.91	1.14	MQ
8.	Membership of College Committee	-	-	-	2 (3)	68 (97)	1.03	0.17	Q
9.	No. of Students Supervised	6 (9)	7 (10)	32 (45)	18 (26)	7 (10)	2.81	1.04	WQ
10.	Merit Awards/ Commendation	(-)	(-)	(-)	8(11)	62(89)	1.11	0.32	Q
Average							2.06	0.83	MQ

Source: Field Survey, 2022

N = 70

Key: HQ (Highly Qualified) VWQ (Very Well Qualified) WQ (Well Qualified)
 MQ (Moderately Qualified) Q (Qualified) SD = Standard Deviation

Decision Rule

If \bar{x} is ≤ 1.49 = Qualified – (4 indices)

1.5 – 2.49 = Moderately Qualified – (7 indices)

- 2.5 – 3.49 = Well Qualified – (4 indices)
- 3.5 – 4.49 = Very Well Qualified – (1 index)
- 4.5 – 5 = Highly Qualified

Table 4.6 above indicates that the academic staff who were teaching Keyboarding in the Colleges of Education in Southwest Nigeria have high level of indices, most especially in academic qualification. The extent of the academic staff indices and their quality show that they are moderately qualified with mean ($\bar{x} = 3.90$ and $SD = 0.98$) in academic qualification and mean ($\bar{x} = 1.00$ and $SD = 0.00$) in book publication. The indices revealed a highest mean ($\bar{x} = 3.90$) in academic qualification and ($SD = 1.32$) in Chapters in Book and lowest mean ($\bar{x} = 1.00$) and ($SD = 0.00$) in book publication. An average mean ($\bar{x} = 2.06$ and $SD = 0.83$) were recorded. With decision rule, it shows that academic staff indices have a moderate positive influence on students' academic achievement in Keyboarding. It was observed that, though, the lecturers have high academic qualifications to teach, yet, they are deficient in book publication, attendant in international training, membership of College Committees and Merit Awards/Commendations. Generally, the academic staff were Qualified with four (4) indices, Moderately Qualified with seven (7) indices, Well Qualified with four (4) indices, Very Well Qualified with one (1) index and none was Highly Qualified.

Research Question Three

This question asks “What is the level of students’ time management in Colleges of Education, Southwest, Nigeria”?

Table 4.7: Students’ Time Management

	Always	Often	Someti	Rarely	Mean	Decision
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S/N	Statements	(4) f(%)	(3) f(%)	mes (2) f(%)	(1) f(%)	(\bar{x})	SD	Rule
<i>I</i>								
1.	do things in order of priority	310 (52)	125 (21)	96 (16)	69 (11)	3.13	1.06	Often
2.	accomplish what needs to be done during the day	328 (55)	152 (25)	98 (16)	22 (4)	3.31	0.87	Often
3.	always get assignments done on time	318 (53)	170 (28)	86 (14)	26 (4)	3.30	0.87	Often
4.	feel I use my time effectively	289 (48)	193 (32)	89 (15)	29 (5)	3.24	0.88	Often
5.	tackled difficult or unpleasant tasks without procrastination	186 (31)	192 (32)	157 (26)	65 (11)	2.83	0.99	Often
6.	force myself to make time for planning	199 (33)	187 (31)	154 (26)	60 (10)	2.88	0.99	Often
7.	spend enough time planning	310 (52)	190 (32)	72 (12)	28 (4)	3.30	0.86	Often
8.	prepare a daily or weekly "to-do-list"	289 (48)	198 (33)	89 (15)	24 (4)	3.25	0.85	Often
9.	am able to meet deadlines without rushing at the last minute	290 (48)	210 (35)	64 (11)	36 (6)	3.26	0.87	Often
10.	keep up-to-date on my reading and homework assignments	267 (45)	199 (33)	85 (14)	49 (8)	3.14	0.95	Often
11.	prevent interruptions from distracting me from high priority tasks	256 (43)	196 (32)	89 (15)	59 (10)	3.08	0.98	Often
12.	avoid spending too much time on trivial matters	320 (53)	190 (32)	54 (9)	36 (6)	3.32	0.87	Often
13.	spend enough time on academic matters	277 (47)	182 (30)	97 (16)	44 (7)	3.15	0.95	Often
14.	have a weekly schedule on which I record fixed commitments such as classes and work hours	42 (7)	123 (20)	190 (32)	245 (41)	1.94	0.94	Sometimes
15.	make constructive use of my commuting time	278 (46)	221 (37)	74 (12)	27 (5)	3.25	0.84	Often
16.	have discontinued any wasteful or unprofitable activities or routines	289 (48)	190 (32)	96 (16)	25 (4)	3.24	0.87	Often
17.	screen and group my telephone calls to allow	40 (7)	78 (13)	182 (30)	300 (50)	1.76	0.92	Sometimes

	for control over telephone interruptions							
18.	have a clear idea of what I want to accomplish during the coming semester	294 (49)	188 (31)	76 (13)	42 (7)	3.22	0.92	Often
19.	am satisfied with the way I use my time	339 (57)	176 (29)	59 (10)	26 (4)	3.38	0.83	Often
20.	prioritised my list in order of importance	294 (49)	180 (30)	78 (13)	48 (8)	3.20	0.95	Often
Average						3.06	0.91	Often

Source: Field Survey, 2022

N = 600

Key: Always(High) – 4 Often(Moderate) – 3 Sometimes(Low) – 2 Rarely(Poor) - 1
SD - Standard Deviation

Decision Rule

If \bar{x} is ≤ 1.49 = Rarely (Poor)

1.5 – 2.49 = Sometimes (Low) – (2 items)

2.5 – 3.49 = Often (Moderate) – (18 items)

3.5 – 4 = Always (High)

Table 4.7 above shows that the level of students' time management in Colleges of Education in Southwest Nigeria was slightly encouraging as they often/moderately scheduled their time. The table revealed that students often/moderately manage their time moderately. Highest mean ($\bar{x} = 3.38$ and $SD = 1.06$) with 57% was recorded indicating that the students have the feelings that they often/moderately managed their time well. A lowest mean ($\bar{x} = 1.76$ and $SD = 0.83$) with 50% and 57% respectively were recorded showing that the students do screen and group telephone calls to allow for control over interruptions and that they were satisfied with the way they used their time. Out of 20 items sampled, the students often/moderately performed 18 while they sometimes performed just two (2) of the items. An average mean ($\bar{x} = 3.06$ and $SD = 0.91$) were obtained which implies that the students in Colleges of Education in Southwest Nigeria moderately manage their time well and this serves as a great determinants in their academic achievement.

Research Question Four

The question asks “What is the level of students’ attitude towards Keyboarding in Colleges of Education in Southwest, Nigeria”?

Table 4.8 Keyboarding Attitudinal Scale

S/N	Statements	SA (4) f(%)	A (3) f(%)	D (2) f(%)	SD (1) f(%)	Mean (\bar{x})	SD	Decision Rule
1.	Keyboarding is a difficult subject to learn	120 (20)	132 (22)	120 (20)	228 (38)	2.24	1.16	D
2.	Keyboarding programme is meant for only female students	372 (62)	108 (18)	72 (12)	48 (8)	3.34	0.97	A
3.	Female students perform better in Keyboarding than males	192 (32)	96 (16)	168 (28)	144 (24)	2.56	1.17	A
4.	I would like to further my studies on Keyboarding related courses	48 (8)	144 (24)	192 (32)	216 (36)	2.04	1.05	D
5.	I am ashamed of learning Keyboarding*	192 (32)	120 (20)	216 (36)	72 (12)	2.28	1.04	D*
6.	Keyboarding programmes are meant for academically deficient students*	24 (4)	72 (12)	120 (20)	384 (64)	3.44	0.85	A*
7.	I was forced to do Keyboarding related course*	48 (8)	108 (18)	228 (38)	216 (36)	3.02	0.93	A*
8.	Keyboarding textbooks are difficult to understand	24 (4)	196 (33)	228 (38)	152 (25)	2.15	0.85	D
9.	Keyboarding is a frustrated course*	84 (14)	132 (22)	180 (30)	204 (34)	2.84	1.05	A*
10.	I have a phobia for Keyboarding*	72 (12)	144 (24)	156 (26)	228 (38)	2.90	1.04	A*
11.	Keyboarding textbooks are substandard*	24 (4)	108 (18)	156 (26)	312 (52)	3.26	0.89	A*
12.	My knowledge of Keyboarding assists me to excel in other courses that require the use of keyboard	456 (76)	72 (12)	48 (8)	24 (4)	3.60	0.80	SA
13.	I am learning Keyboarding because I have no choice*	168 (28)	192 (32)	144 (24)	96 (16)	2.28	1.04	A*
14.	Studying Keyboarding is a waste of time and	24 (4)	36 (6)	36 (6)	504 (84)	3.70	0.76	SA*

15.	unprofitable venture* I have interest in Keyboarding	24 (4)	108 (18)	216 (36)	252 (42)	1.84	0.86	D
16.	Understanding Keyboarding skill is difficult	48 (8)	108 (18)	216 (36)	228 (38)	1.96	0.94	D
17.	I get necessary support and encouragement to learn Keyboarding	48 (8)	120 (20)	180 (30)	252 (42)	1.94	0.97	D
18.	I earn income from my knowledge of Keyboarding	132 (22)	72 (12)	168 (28)	228 (38)	2.18	1.16	D
19.	My Keyboarding knowledge is a waste*	24 (4)	36 (6)	276 (46)	264 (44)	3.30	0.76	A*
20.	I cannot attain greater height with Keyboarding*	48 (8)	72 (12)	228 (38)	252 (42)	3.14	0.92	A*
Average						2.70	0.96	Agree

Source: Field Survey, 2022

N = 600

Key: SA – Strongly Agree (4) A – Agree (3) D – Disagree (2) SD – Strongly Disagree (1)
SD - Standard Deviation

Note: Negatively worded statements (*) are reversely scored

Decision Rule

If \bar{x} is ≤ 1.49 = Strongly Disagree

1.5 – 2.49 = Disagree - (8 items)

2.5 – 3.49 = Agree - (10 items)

3.5 – 4 = Strongly Agree - (2 items)

Positive Statements ($\bar{x} = 2.36$; SD = 0.99)

Disagree - 7 items

Agree - 2 items

Strongly Agree - 1 item

Negative Statements ($\bar{x} = 3.02$; SD = 0.93)

Disagree - 1 item

Agree - 8 items

Strongly Agree - 1 item

Table 4.8 above shows that the students' attitude towards learning of Keyboarding was highly discouraging. A highest mean ($\bar{x} = 3.7$ and SD = 1.17) were recorded indicating that the students perceived studying of Keyboarding course as a waste of time and unprofitable venture. Many of the negatively worded statements also showed high mean (\bar{x}) when compared to other positively worded statements. This indicates a high level of non interest in Keyboarding as a course by the students. A lowest mean ($\bar{x} = 1.84$ and a tie in SD = 0.76) in negatively worded statements were recorded, indicating a high level of

disagreement of their interest in Keyboarding. An average mean ($\bar{x} = 2.7$ and $SD = 0.96$) were recorded indicating their level of agreement on their attitude towards Keyboarding as a course. Negatively worded statements were intentionally included to obtain the perception and clear view of the students' towards studying of Keyboarding as a course. Out of the 10 negative statements on the list, eight (8) items were agreed to, one (1) item was strongly agreed to while only one (1) item was disagreed to. Equally, out of the 10 positive statements on the list, it was so shocking that seven (7) items were disagreed to, two (2) items were agreed to, while only one (1) item was strongly agreed to. Oral interview and personal interaction held with the students equally revealed a high level of their non-interest in Keyboarding and no intention to go for further study in Keyboarding related course.

Research Question Five

The question asks “What is the level of students’ academic achievement in Keyboarding in Colleges of Education in Southwest Nigeria”?

Table 4.9 Keyboarding Achievement Test

Mark Obtainable (0 – 100)	Total Mark Obtained			Grading	Decision Rule
	Task 1 100 f (%)	Task 2 100 f (%)	Cummulative 100 f (%)		
0 – 39	32 (5)	18 (3)	25 (4.2)	F	Poor Academic Achievement
40 – 49	193 (32)	72 (12)	120 (20)	P	Low Academic Achievement
50 – 59	336 (56)	420 (70)	413 (68.8)	C	Average Academic Achievement
60 – 69	21 (4)	73 (12)	31 (5.2)	M	Moderate Academic Achievement
70 and above	18 (3)	17 (3)	11 (1.8)	D	High Academic Achievement

Source: Field Survey, 2022

N = 600

Key: F – Fail P – Pass C – Credit M – Merit D - Distinction

Grading

0 – 39	F	Fail
40 – 49	P	Pass
50 – 59	C	Credit
60 – 69	M	Merit
70 and above	D	Distinction

Decision Rule

- F – Poor Academic Achievement
- P – Low Academic Achievement
- C – Average Academic Achievement
- M – Moderate Academic Achievement
- D – High Academic Achievement

Table 4.9 above reveals the level of students academic achievement in Keyboarding. Two tasks were attempted by the students. Task One (1) is a speed and accuracy test while the second task is a display manuscript. From marks obtained in Task One, 32 students representing 5% scored between 0 - 39 marks, 193 students representing 32% scored between 40 – 49, 336 students representing 56% scored between 50 – 59, 21 students representing 4% scored between 60 – 69 while 18 students representing just 3% obtained a total score of 70 marks and above. From the second task, a total of 18 students representing 3% scored between 0 – 39 marks, 72 students representing 12% obtained a total score between 40 – 49, 420 students representing 70% scored between 50 - 59, 73 students representing 12% obtained a total score between 60 – 69 while the remaining 17 students representing 3% obtained a total score of 70 marks and above. Cumulatively, a total number of 25 students representing 4% of the respondents scored between 0 – 39, 120 students representing 20% scored between 40 – 49, 413 students representing 69% obtained a total score between 50 – 59, 31 students representing 5% scored between 60 - 69 while the remaining 11 students representing 2% scored 70 marks and above. It could be clearly seen in the above table that 4% of the students have poor academic achievement, 20% of the students have low academic achievement. A total of 69% of the students have average academic achievement, 5%

possessed moderate academic achievement while just 2% of the students possessed high academic achievement.

4.2.2 Hypotheses

Results obtained from the formulated hypotheses are analysed below.

H₀₁: There will be no significant joint influence of instructional facilities (adequacy) and Time Management (punctuality and regularity) on student' academic achievement in Keyboarding in Colleges of Education in Southwest, Nigeria.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.818 ^a	.669	.667	.39169

a. Predictors: (Constant), adequacy, time

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	184.748	2	92.374	602.096	.000 ^b
	Residual	91.592	597	.153		
	Total	276.340	599			

a. Dependent Variable (Students' Academic Achievement in Keyboarding)

b. Predictors: (Constant), adequacy, time

Source: Field Survey, 2022

Tables 4.10a (Model Summary) and 4.10b (ANOVA) show the coefficients of Multiple Regression Analysis for the joint influence of instructional facilities adequacy and time management on students' academic achievement in Keyboarding in Colleges of Education in Southwest, Nigeria. The analysis of variance (F ratio) of the regression analysis is significant ($F_{(2, 597)} = 602.096$; $p < 0.05$). The model summary revealed a joint significant

influence of instructional facilities adequacy and time management on students' academic achievement in Keyboarding. R^2 (0.669) shows that 66.9% of the total variation in students' academic achievement in Keyboarding was contributed by instructional facilities adequacy and time management. The model table shows that the joint contribution is significant ($R^2 = 0.669$, Adjusted $R^2 = 0.667$, $p = 000 < 0.05$). This indicates that instructional facilities adequacy and time management determine the academic achievement of students in Keyboarding in Colleges of Education in Southwest, Nigeria. Therefore, the null hypothesis which states that instructional facilities adequacy and time management will not have significant joint influence on students' academic achievement was rejected while the alternate hypothesis was accepted.

H₀₂: There will be no significant relative influence of instructional facilities (adequacy and utilisation) and Time Management (punctuality and regularity) on students' academic achievement in Keyboarding in Colleges of Education in Southwest, Nigeria.

Table 4.11 Model		Coefficients ^a				
		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
B	Std. Error	Beta				
1	(Constant)	.683	.071		9.638	.000
	Time	-.005	.008	-.134	-.624	.533
	adequacy	.032	.007	.951	4.434	.000

a. Dependent Variable (Students' Academic Achievement in Keyboarding)

Beta Coefficients is significant at 0.05

Source: Field Survey, 2022

Table 4.11 above shows the coefficients of Multiple Regression Analysis for the relative influence of instructional facilities (adequacy) and time management (punctuality, regularity) on students' academic achievement in Keyboarding in Colleges of Education, Southwest, Nigeria. The beta coefficient table shows the individual contribution of time

management and instructional facilities adequacy on students' academic achievement in Keyboarding. Beta coefficient for time management ($\beta = -0.134$, $t = -0.624$, $P = 0.533 > 0.05$). This shows that students' time management has a negative effect on students' academic achievement. However, its individual contribution on students' academic achievement is not significant. Meanwhile, instructional facilities adequacy has a positive effect on students' academic achievement ($\beta = 0.951$, $t = 4.434$, $p = 0.000 < 0.05$). Its individual contribution to academic achievement is also significant. Therefore, the null hypothesis which states that instructional facilities adequacy and time management will not have a relative influence on students' academic achievement was rejected while the alternate hypothesis was accepted.

H₀₃ There will be no significant joint influence of instructional facilities adequacy, students' attitude and time management on students' academic achievement in Keyboarding in Colleges of Education, Southwest, Nigeria.

Table 4.12a Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.820 ^a	.672	.670	.39005

b. Predictors: (Constant), adequacy, attitude, time management

Table 4.12b ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	185.664	3	61.888	406.778	.000 ^b
	Residual	90.676	596	.152		
	Total	276.340	599			

a. Dependent Variable: (Students' Academic Achievement in Keyboarding)

b. Predictors: (Constant), adequacy, attitude, time management

Source: Field Survey, 2022

Tables 4.12a and 4.12b above show the model summary and coefficients of Multiple Regression Analysis (ANOVA) for the joint influence of instructional facility adequacy, time

management and students' attitude on students' academic achievement in Keyboarding in Colleges of Education, Southwest, Nigeria. The analysis of variance (F ratio) of the regression analysis is significant ($F_{(3, 596)} = 406.778, p = 0.000 < 0.05$). The model summary revealed a joint significant influence of instructional facility adequacy, students' time management and attitude on students' academic achievement ($R^2 = 0.672, \text{Adjusted } R^2 = 0.670, p = 0.000 < 0.05$). This indicates that instructional facilities adequacy, time management and students' attitude determine the academic achievement of students in Keyboarding in Colleges of Education in Southwest, Nigeria. Therefore, the null hypothesis which states that instructional facilities adequacy, students' attitude and time management will not have significant joint influence on students' academic achievement was rejected while the alternate hypothesis was accepted.

H₀₄ There will be no significant relative influence of academic staff indices and instructional facilities utilization on students' academic achievement in Colleges of Education, Southwest, Nigeria.

Table 4.13 Model		Coefficients ^a				
		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	.058	.146		.393	.695
	utilization	.013	.003	.562	4.996	.000
	indices	.009	.003	.307	2.723	.008

a. Dependent Variable: (Students' Academic Achievement in Keyboarding)

Beta Coefficients is significant at 0.05

Source: Field Survey, 2022

Table 4.13 above shows the coefficients of Multiple Regression Analysis for the relative influence of academic staff indices and instructional facilities utilization on students' academic achievement in Keyboarding in Colleges of Education, Southwest, Nigeria. The

beta coefficient table shows the individual contribution of academic staff indices and instructional facilities utilisation on students' academic achievement in Keyboarding. Beta coefficient for academic staff indices ($\beta = 0.307$, $t = 2.723$, $P = 0.008 < 0.05$). This shows that academic staff indices have positive relative influence on students' academic achievement. Instructional facilities utilisation equally have positive relative influence on students' academic achievement ($\beta = 0.562$, $t = 4.996$, $p = 0.000 < 0.05$). Individual contribution of both indices to students' academic achievement was quite significant. Therefore, the null hypothesis which states that instructional facilities utilization and academic staff indices will not have a relative influence on students' academic achievement was rejected while the alternate hypothesis was accepted.

H₀₅: There will be no significant difference in the institution ownership (federal and state) on students' academic achievement in Keyboarding in Colleges of Education, Southwest, Nigeria.

Table 4.14a ANOVA Table

		Sum of Squares	df	Mean Square	F	Sig.
Institution Ownership	Between Groups (Combined)	88.111	1	88.111	279.928	.000
	Within Groups	188.229	598	.315		
	Total	276.340	599			

Table 4.14b Mean Report

Institution Ownership	Mean	N	Std. Deviation
State	2.4138	290	.64530
Federal	3.1806	310	.46871
Total	2.8100	600	.67922

Source: Field Survey, 2022

Tables 4.14a and 4.14b above show the one-way Analysis of Variance (ANOVA) of the institution ownership difference (federal and state) on students' academic achievement in Keyboarding in Colleges of Education, Southwest, Nigeria. The table shows ANOVA value

($F_{(1, 598)} = 279.928$) significant at $p = 0.000 < 0.05$. The average score for Federal Colleges of Education students ($\bar{x} = 3.18$, $SD = 0.47$) is significantly different from the average score for state Colleges of Education ($\bar{x} = 2.41$, $SD = 0.65$), $t = 279.928$, $p = 0.000 < 0.05$). This implies that students' academic achievement differs between the federal and state Colleges of Education. This suggests that the type of institution students attend serves as determinant of their academic achievement. In this study, it was discovered that students in the federal colleges perform better academically than the students in the state Colleges of Education - federal ($\bar{x} = 3.18$), state ($\bar{x} = 2.41$), ($F_{(1, 598)} = 279.928$, $p = 0.000 < 0.05$). Hence, the null hypothesis which states that there will be no significant difference in institution ownership on students' academic achievement was rejected while the alternate hypothesis was accepted.

4.3 Discussion of Findings

The discussion of findings of this study shall be comprehensively discussed, analysed and explained in this section.

Findings of the Study

The study examined how instructional facilities, academic staff indices and time management could determine students' academic achievement in Keyboarding in Colleges of Education in Southwest Nigeria. Institution ownership served as the moderating variable for the study. Federal and state owned Colleges of Education in Southwest Nigeria were used as the moderating institutions for the study. Five (5) research questions and five (5) hypotheses were developed for the purpose of this study. The independent variables which are the instructional facilities, academic staff indices, students' attitude and time management, the moderating variable which was the institution ownership were examined on their

determinants on students' academic achievement in Keyboarding which served as the dependent variable for this study.

Demographic Characteristics of the Respondents

The demographic characteristics of the lecturers revealed that there are more female lecturers (56%) in Business Education than the male lecturers (44%). More female students with 82% participated in the study compared with their male counterparts of 18%. This could be greatly perceived that there are more females offering Keyboarding and taking up Keyboarding related jobs than their male counterparts. This was in agreement with statements two (2) and three (3) in the Attitudinal Scale where majority of the students agreed to the fact that Keyboarding is more favourable to females. Most of the lecturers were within the age limit of 25 – 54 with percentages ranging between 23 – 31% while the ages of the students was greatly dominated by 453 students ranging between the ages of 18 – 20 years with 76%. That was a clear indication that there were more young and energetic lecturers who were teaching the course and very many young students on the programme. This implies that many of the youths were ready to acquire higher education. Majority of the lecturers (42) holds Masters' Degree with a total percent of 60%. This implies that most of the lecturers were qualified to teach in Colleges of Education based on NCCE requirements. All the students that participated in the study were assumed to hold Senior School Certificate and were therefore pursuing higher qualification. A total of 28 lecturers representing 40% have spent between 11 – 15 years in service. This implies that they were well experienced enough to teach and impart knowledge on the students. All the students that participated in the study were second and third year students, as they have completed coursework in all the required BED courses. Most of the lecturers that participated in the study were from the

Federal Colleges with 53% while 47% of the lecturers were from State Colleges of Education. Equally, 310 students representing 52% participated from Federal Colleges while 290 students representing 48% were drawn from State Colleges. This implies that the Federal Colleges were more populated than the State Colleges of Education.

Research Questions

Findings from the research questions as analysed with various statistical tools are hereby discussed.

Research Question One

This research question sought to find out the level of availability, adequacy and utilisation of instructional facilities for teaching of Keyboarding in Colleges of Education in Southwest, Nigeria in compliance with NCCE BMAS. Findings from this study revealed that the available facilities for teaching of Keyboarding in Colleges of Education in Southwest, Nigeria was below the NCCE requirements with 10 items <100%. The adequacy of the available facilities was moderately adequate with 17 items. Scores obtained from the study revealed a highest mean ($\bar{x} = 3.78$ and $SD = 1.14$), lowest mean ($\bar{x} = 1.88$ and $SD = 0.58$). Averagely, the result obtained revealed ($\bar{x} = 3.11$ and $SD = 0.91$). The decision rule revealed that the available resources are moderately adequate for teaching of Keyboarding in Southwest Colleges of Education in Nigeria. Though, the available facilities were below the NCCE requirements and were moderately adequate for the students' use, study revealed that they were very well utilised. Results obtained showed highest ($\bar{x} = 3.81$ and $SD = 0.99$), lowest ($\bar{x} = 3.01$ and $SD = 0.57$). Cumulatively, an average ($\bar{x} = 3.51$ and $SD = 0.81$) were obtained. Out of the 21 sampled facilities, 13 items were Very Well Utilised. The decision rule also revealed that the available facilities were Very Well Utilised.

Research Question Two

The research question sought to know the extent of academic staff indices on students academic achievement in Keyboarding in Colleges of Education, Southwest, Nigeria. Findings from this study revealed that the academic staff indices was moderate. Scores obtained revealed a highest ($\bar{x} = 3.90$ and $SD = 1.32$) and a lowest ($\bar{x} = 1.00$ and $SD = 0.00$). Though, the lecturers were very well qualified, but they were deficient in book publication, attendant at international trainings, participation in College Committees and Merit Awards/Commendation. Results obtained showed that the academic staff were moderately qualified with seven (7) indices. With the application of the decision rule, the academic staff were moderately qualified to teach Keyboarding in Colleges of Education in Southwest, Nigeria.

Research Question Three

This research question sought to find out the level of students' time management in Colleges of Education in Southwest, Nigeria. Findings and results obtained from this study revealed that the level of students' time management was often and moderately positively managed. Scores obtained showed a highest ($\bar{x} = 3.38$ and $SD = 1.06$) and lowest ($\bar{x} = 1.76$ and $SD = 0.83$). From the results gathered about the students' opinion on their time management, it was revealed that they have positive dispositions on how they managed their time. An average ($\bar{x} = 3.06$ and $SD = 0.91$) were obtained. The decision rule indicated that the students often scheduled their time well towards their academic activities.

Research Question Four

This research question sought to find out the level of attitude of the students towards Keyboarding in Colleges of Education in Southwest, Nigeria. Findings from the study revealed that the students have very negative dispositions to Keyboarding as a course. Ten (10) positive and 10 negative statements were sampled. In general, a highest ($\bar{x} = 3.7$ and $SD = 1.17$) were recorded and lowest ($\bar{x} = 1.84$ and $SD = 0.76$) were equally recorded. It was so shocking to note that many of the positively worded statements have high level of disagreement while the negatively worded statements have very high level of agreement. Oral interview and personal interactive session held with the students indicated their high level of non-interest in Keyboarding as a course. Cumulatively, an average ($\bar{x} = 2.70$ and $SD = 0.96$) were recorded. The decision rule also indicated that the students agreed to their attitude towards studying of Keyboarding.

Research Question Five

This research question sought to know the level of students' academic achievement in Keyboarding in Colleges of Education in Southwest, Nigeria. Findings from this study revealed that larger percentage of the students were average students as they fell within the range of average academic achievement. Two achievement tests were administered on the students. Results from the two tasks showed that majority of the students were average students. Cumulatively, results from the overall marks obtained, revealed that a total number of 413 students representing 69% out of the total number of 600 students that attempted the achievement test were average students. With the application of decision rule, it could be clearly seen that the students offering Keyboarding in Colleges of Education in Southwest, Nigeria have average academic achievement.

Hypotheses Testing

Findings from the formulated hypotheses as analysed are hereby discussed.

Hypothesis One

From hypothesis one (H₀₁), findings showed a significant joint influence of instructional facilities adequacy and time management on students' academic achievement in Keyboarding in Colleges of Education, Southwest, Nigeria. The analysis of variance (F ratio) of the regression analysis was significant ($F_{(2, 597)} = 602.096$, $p = 0.000 < 0.05$). The model summary revealed a significant joint influence of instructional facilities and time management on academic achievement in Keyboarding ($R^2 = 0.669$, Adjusted $R^2 = 0.667$).

Hypothesis Two

From hypothesis two (H₀₂), findings revealed a significant relative influence of instruction facilities adequacy and time management on students' academic achievement in Keyboarding in Colleges of Education, Southwest, Nigeria. The beta coefficient for time management ($\beta = -0.134$, $t = -0.624$, $p = 0.533 > 0.05$). This shows that time management has a negative effect on students' academic achievement but its individual contribution on students' academic achievement is not significant. Instructional facilities adequacy has a positive effect on students' academic achievement with ($\beta = 0.951$, $t = 4.434$, $p = 0.000 < 0.05$). Its individual contribution to students' academic achievement is also significant.

Hypothesis Three

From hypothesis three (H₀₃), findings showed a significant joint influence of instructional facilities adequacy, students' attitude and time management on students' academic achievement in Keyboarding in Colleges of Education, Southwest, Nigeria. The analysis of variance (F ratio) of the regression analysis was significant ($F_{(3, 596)} = 406.778$, $p = 0.000 < 0.05$). The model summary revealed a significant joint influence of instructional

facilities adequacy, students' attitude and time management on students' academic achievement in Keyboarding ($R^2 = 0.672$, Adjusted $R^2 = 0.670$).

Hypothesis Four

From hypothesis four (H_04), findings revealed a significant relative influence of instruction facilities utilisation and academic staff indices on students' academic achievement in Keyboarding in Colleges of Education, Southwest, Nigeria. The beta coefficient for utilisation ($\beta = 0.562$, $t = 4.996$, $p = 0.000 < 0.05$). This shows that utilization of instructional facility has a significant effect on students' academic achievement. Academic staff indices also have a positive effect on students' academic achievement with ($\beta = 0.307$, $t = 2.723$, $p = 0.008 < 0.05$). Individual contribution of both indices on students' academic achievement is also significant.

Hypothesis Five

Findings from hypothesis five (H_05) revealed a significant difference in institution ownership (federal and state) on academic achievement of students in Keyboarding in Colleges of Education, Southwest, Nigeria. The ANOVA value shows ($F_{(1, 598)} = 279.928$, $p = 0.000 < 0.05$). The average mean (\bar{x}) between the federal and state Colleges of Education ($\bar{x} = 3.18$ and 2.41 ; and $SD = 0.47$ and 0.65) respectively. This shows that there is a significant difference in institution ownership on students' academic achievement.

Resultant Effect of Hypotheses on Conceptual Model

Independent Variables

Dependent Variable

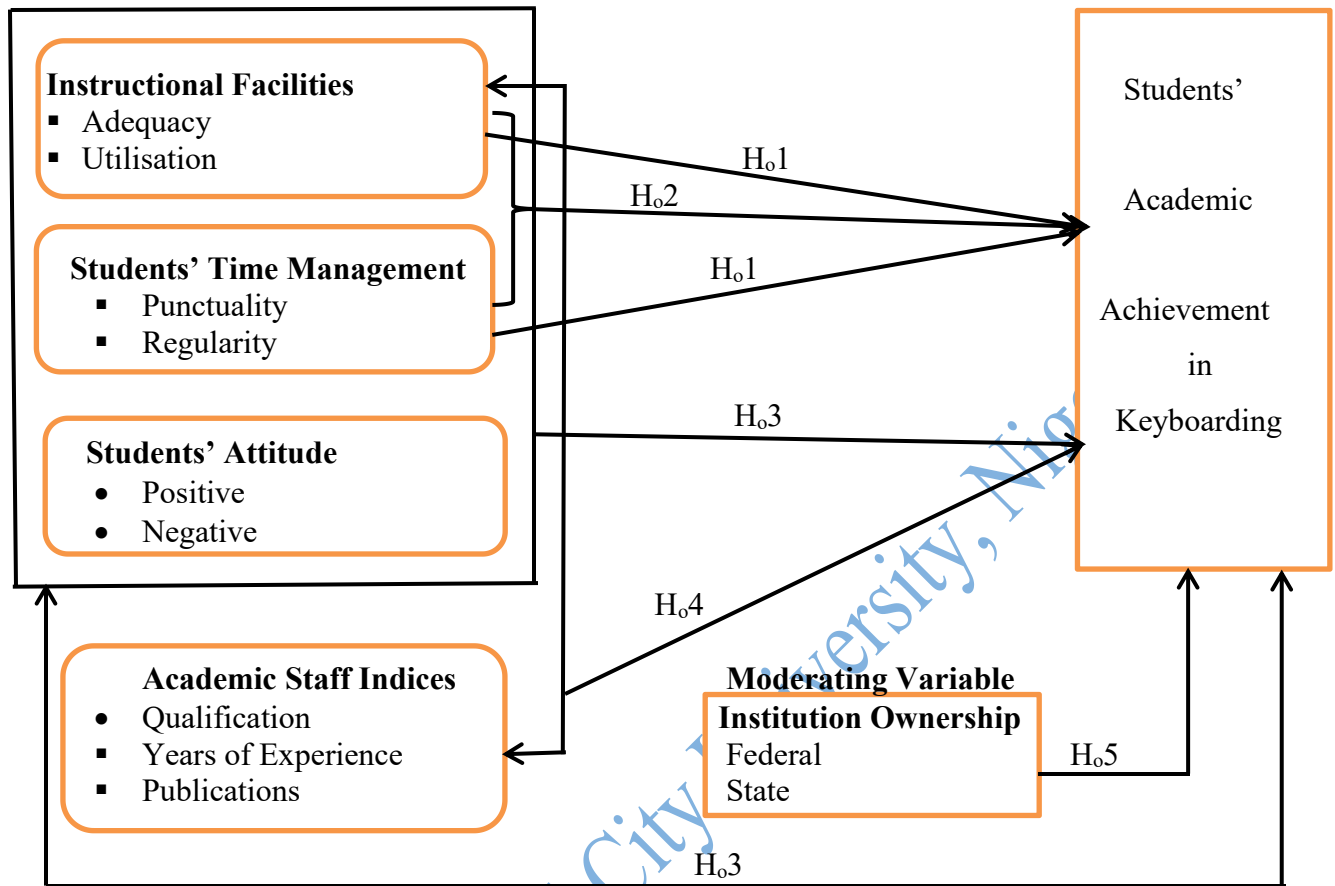


Fig. 4.1 Conceptual Model of the Instructional Facilities, Lecturers' Indices, Attitude and Time Management on Students' Academic Achievement

Source: The Researcher (2022)

H₀₁: Significant - ($F_{(2, 597)} = 602.096$, $R^2 = 0.669$, Adjusted $R^2 = 0.667$, $p = 0.000 < 0.05$).
- Null hypothesis rejected

H₀₂: Significant - Time Management - ($\beta = -0.134$, $t = -0.624$, $p = 0.533 > 0.05$).
Facility Adequacy - ($\beta = 0.951$, $t = 4.434$, $p = 0.000 < 0.05$).
- Null hypothesis rejected

H₀₃: Significant - ($F_{(3, 596)} = 406.778$, $R^2 = 0.672$, Adjusted $R^2 = 0.670$, $p = 0.000 < 0.05$).
- Null hypothesis rejected

H₀₄: Significant - Academic staff indices ($\beta = 0.307$, $t = 2.723$, $p = 0.008 < 0.05$)
Facilities utilisation ($\beta = 0.562$, $t = 4.996$, $p = 0.000 < 0.05$).
- Null hypothesis rejected

H₀₅: Significant - Federal ($\bar{x} = 3.18$, $SD = 0.47$), State ($\bar{x} = 2.41$, $SD = 0.65$),
($F_{(1, 598)} = 279.928$, $p = 0.000 < 0.05$). - Null hypothesis rejected

Discussion of Findings of the Study

The aim of this study was to examine the extent to which instructional facilities, academic staff indices, students' attitude and time management could determine students' academic achievement in Keyboarding in Colleges of Education, Southwest, Nigeria. Variables used for this study under instructional facilities were availability, adequacy and utilization. For academic staff indices, variables used were publication, qualification and years of experience while variables used for students' attitude were positive and negative and punctuality and regularity for time management. The moderating variable for the study was institution ownership which includes the federal and state owned Colleges of Education in Southwest, Nigeria.

Five (5) research questions and five (5) hypotheses were formulated for the purpose of this study. Relevant theories and literatures were reviewed according to the variables of the study. The three (3) major theories reviewed were the engagement, human capital and systems theories. The conceptual model was developed in tandem with the five (5) hypotheses of the study. A descriptive design of survey type was adopted for the study. A simple random sampling technique was used to select the sample size. The population of the study consisted of all the Business Education students and their lecturers in Colleges of Education in Southwest, Nigeria. The original sample size for students was 1,725 with total enumeration of the lecturers. Eventually, the target and focused sample size became 600 as these were the actual number of students that have completed the required BED courses needed for the study. Three (3) instruments were adopted for this study – the questionnaire, checklist and achievement test. Research questions one to four were analysed using mean (\bar{x}) and Standard Deviation (SD), research question five was analysed with achievement test, hypotheses one to four (H_{o1} to H_{o4}) were analysed using Multiple Regression Analysis,

hypothesis five (H₀₅) was analysed with t-test while the demographic data were analysed with frequencies, percentages, mean (\bar{x}) and standard deviation. All hypotheses were tested at 0.05 level of significance.

Results obtained revealed that the available facilities for teaching of Keyboarding in Colleges of Education in Southwest, Nigeria were below the NCCE requirements with 10 items (<100%). This result was in agreement with a study conducted on Assessment of Vocational Education Resources as Predictors of Quality Assurance in Colleges of Education in Ogun State which concluded that resources for teaching and learning of Vocational Education in Ogun State, though, available but were inadequate in accordance with the NCCE requirements¹. The result was also in tandem with a research on Assessment of Material Resources for teaching and Learning of Business Education Courses in Kwara State which concluded that material resources for teaching of Business Education courses in Kwara State, though, available but were grossly inadequate and not in compliance with NBTE requirements². The result on adequacy of instructional facilities revealed ($\bar{x} = 3.11$; SD = 0.91). The result showed that the available resources were moderately adequate for teaching of Keyboarding in Colleges of Education in Southwest, Nigeria. This result was in agreement with a study conducted on Effect of Instructional Material Adequacy on Students Academic Performance in Technical Education in Oyo State³. The study concluded that the instructional materials for teaching of Technical Education courses in Oyo State were moderately adequate. In another research conducted on Evaluation of Material Adequacy and Students Attitude towards Shorthand in Polytechnics in Southeast, Nigeria, the study concluded that the material adequacy was slightly moderate for teaching of Shorthand in Polytechnics of Nigeria. Another study on material adequacy conducted on The Role of

Individual in Enhancing Facility Adequacy in Teaching and Learning in Technical Colleges in Ogun State, the study concluded that the available resources in Technical Colleges in Ogun State were slightly adequate for students' use^{4,5}. On utilization of instructional facilities, the result revealed ($\bar{x} = 3.51$; $SD = 0.81$). This implied that the facilities, though, below requirement and moderately adequate, but they were very well utilised. This result was in agreement with a study conducted on Empirical Evidence on material utilization and Teachers' Role on Students Academic Performance in Southwest Nigeria Universities⁶. The Study was in agreement that material resources were highly utilised for students' academic Performance in Southwest Nigeria Universities. In another study on Assessment of Infrastructural Utilisation for Optimal Performance in Multidisciplinary Environment, the study agreed positively that material resources were highly and positively utilised for teaching and learning in multidisciplinary environment. Another research conducted on Contribution of Instructional Facilities Utilisation for Optimal Performance on Selected Students on Commerce in Government College Secondary Schools in Ekiti State, revealed high level of agreement in utilization of facilities for high level positive academic performance among the selected schools^{7,8}.

On results obtained on the extent of academic staff indices on students' academic achievement, the result revealed ($\bar{x} = 2.06$; $SD = 0.83$). This shows that the academic staff were moderately qualified for teaching of Keyboarding in Colleges of Education in Southwest Nigeria. The result of this study was in agreement with a study on Impact of Academic Staff Indices on Students' Academic Performance in selected subjects in Secondary Schools in Kogi State⁹. The result agreed that the quality of academic staff was moderately sufficient for teaching and learning process. In another study conducted on

Assessment of Teachers' Quality on Students Academic Achievement in Business Studies in selected Junior Secondary Schools in Abigi Township, the study submitted that academic staff quality was on the average as most of the qualities tested showed average positivity to students' academic achievement. Another study conducted on Evaluation of Human Capacity Quality on Qualitative Academic Performance of Senior Secondary School Students in Abiade Community, Ifo, Local Government Area, Ogun State, the result was in full agreement that the quality of the teachers had a moderate positive impact on the students' academic achievement in selected secondary schools in Abiade Community^{10,11}.

On students' time management, results revealed ($\bar{x} = 3.06$; $SD = 0.91$). This showed that the students often and moderately positively utilised their time for academic achievement in Colleges of Education in Southwest, Nigeria. This result was in agreement with a study on Cognitive Impact of Time Usage on Effective Academic Performance of Students' in selected Business Education Courses in Government Technical College, Abeokuta, Ogun State¹². The result revealed a high level of positive time management on academic performance of the students. In another study on Relating Time to Students' Academic Achievement, the study submitted that students use of time for academic achievement was often positively utilised. Another study conducted on Maximal Utilisation of Time for Academic Performance, the study agreed that there was a correlation between maximal utilization of time and academic performance among the selected students^{13,14}.

On the level of attitude of the students towards Keyboarding in Colleges of Education in Southwest Nigeria, the result revealed ($\bar{x} = 2.70$; $SD = 0.96$). This indicates that the students agreed to their attitude towards Keyboarding in Colleges of Education in Southwest, Nigeria. Most of their attitudes toward Keyboarding were negative. A study on Attitude of

Students towards Shorthand in Selected Polytechnics in Southwest Nigeria revealed that the students have negative attitude towards Shorthand in the selected Polytechnics which invariably affected them negatively in their studies. Another study on Evaluating the Attitudinal Qualities of Students toward Technical Education Course, showed high negative response towards the attitudes of the students in Technical Education courses. A study on Effective Students Attitude for improved academic Performance – Evidence on Technical Colleges in Kwara State^{15,16,17}. The result revealed that and effective, positive attitude have a positive resultant effect on academic performance of Technical College students in Kwara State.

The result of students' academic achievement in Keyboarding revealed that the students possessed average academic achievement in Keyboarding. A total of 69% was recorded showing the average mark obtained with a grading between 50 – 59 indicating that the performance of the students in Keyboarding was average. This result agreed with a study on Vocational Education Resources as Determinants of Students' Academic Achievement in Shorthand in Private Universities in Ogun State¹⁸. The result of the study revealed that the students possessed average academic achievement in Shorthand. Another result on Students' Academic Achievement on Availability of Material Facilities for Students' Academic Achievement in Office Practice in Vocational Institutes in Abeokuta North Local Government Area, Ogun State, revealed averagely encouraging academic achievement in Office Practice among the students in Vocational Institutes in the selected study area. Another academic achievement test study on How Teachers affect the Academic Achievement of Typewriting Students in Vocational Institutes in Abeokuta Metropolis

revealed that the academic achievement of the student studying Typewriting in Vocational Institutes in Abeokuta Metropolis was average^{19,20}.

Findings from hypothesis one (H_01) is significant as it revealed that there is a significant joint influence of instructional facility adequacy and time management on students' academic achievement in Keyboarding in Colleges of Education, Southwest, Nigeria ($F_{(2, 597)} = 602.096$, $R^2 = 0.669$, Adjusted $R^2 = 0.667$, $p = 0.000 < 0.05$). This implies that instructional facilities adequacy and time management have significant roles to play on students' academic achievement. This result is in agreement with a study on Adequacy and Quality of Teaching Resources and Time Management for academic achievement in Kwara State Public Secondary Schools²¹. The result also agrees with another study on Significance of adequacy of instructional facilities and time management as perceived by primary school pupils and teachers in Kirishi District, Kano and also another study on Adequacy of instructional facilities for skill acquisition in Business Education in Tertiary Institutions in Enugu State^{22,23}. All the studies agreed that adequacy of instructional facilities and time management have significant joint influence on students' academic achievement.

Findings from hypothesis two (H_02) revealed that there is significant relative influence of instructional facilities adequacy and time management on students' academic achievement in Keyboarding in Colleges of Education, Southwest, Nigeria. Time management ($\beta = -0.134$, $t = -0.624$, $p = 0.533 > 0.05$ and instructional facilities adequacy ($\beta = 0.951$, $t = 4.434$, $p = 0.000 < 0.05$). The individual contribution of each variable to students' academic achievement is significant. This result is in agreement with a study on Adequacy of Knowledge of Infrastructural Facilities and Time Management among Junior Secondary School Teachers on Multidisciplinary Approach of Implementing Business

Education Curriculum²⁴. In another study on Perceived effectiveness of instructional strategies on teaching of Business Studies in Junior Secondary School in Anambra State and another study by a scholar on Adequacy and Functionality of Business Studies in ICT programmes of Colleges of Education in Delta State also agreed to the result of this study^{25,26}. All reviewed studies agreed that there is significant relative influence of instructional facilities adequacy and time management on students' academic achievement.

Findings from hypothesis three (H₀₃) revealed that there is significant joint influence of instructional facilities adequacy, students' attitude and time management on students' academic achievement in Keyboarding in Colleges of Education, Southwest, Nigeria ($R^2 = 0.672$, Adjusted $R^2 = 0.670$, $F_{(3, 596)} = 406.778$, $p = 0.000 < 0.05$). This result is in agreement with a scholar on a study on Availability and adequacy of instructional materials, facilities utilization and students' attitude on effective teaching and learning of Commerce in Federal Unity Schools in Southeast Geopolitical Zone of Nigeria²⁷. Reviewing a study on Implementation of Business Education Curriculum on Students' Attitude towards Shorthand in Southeast Polytechnics, Nigeria and review of another study on Lecturers' Attitude towards the use of Instructional Facilities for Teaching of Business Education in Private Universities in Southeast, Nigeria, all reviewed studies agreed that there is a significant joint influence and positive contribution of facilities adequacy, students' attitude and time management on students' academic achievement^{28,29}.

Hypothesis four (H₀₄) revealed that there is a significant individual influence of academic staff indices and instructional facilities utilization on students' academic achievement in Keyboarding in Colleges of Education, Southwest, Nigeria. The result on utilization revealed ($\beta = 0.562$, $t = 4.996$, $p = 0.000 < 0.05$) while academic staff indices

revealed ($\beta = 0.307$, $t = 2.723$, $p = 0.008 < 0.05$). This result is in agreement with scholars on several studies which equally showed that academic staff indices and instructional facilities utilization have positive relative influence on students' academic achievement. This study is supported by studies on Impact of Lecturers' Quality on Learning Assessment of Keyboarding Students' in Private Universities in Ogun State³⁰. A study on Assessment of Teachers' Quality and Facilities Utilisation on Students' Learning Outcome in Senior Secondary Schools in Lafia Metropolis and also another study on Impact of Teachers' Qualitative Indices on Students' Academic Achievement in Revitalising Vocational Studies for Sustainable Educational Development agreed with the result of this study^{31,32}. All the studies are in tandem and agreement with the outcome of this hypothesis.

Findings from hypothesis five (H₀₅) revealed that there is significant difference in institution ownership (federal and state) on Students' Academic Achievement in Keyboarding in Colleges of Education, Southwest, Nigeria ($F_{(1, 598)} = 279.928$, $p = 0.000 < 0.05$, $\bar{x} = 3.18$, $SD = 0.47$; $\bar{x} = 2.41$, $SD = 0.65$). The result is in agreement on a study on Effect of gender and institution ownership on Students' Academic Achievement in Vocational and Technical Education of Government Technical College in Abeokuta South Local Government Area, Ogun State and another study on Comparative study on gender and age of Teachers towards teaching of Commerce for Students Academic Achievement in Senior Secondary School in Calabar^{33,34}. This study was also supported by a study on Academic Staff and Non-Academic Staff indices as Predictors of Students' Academic performance in Unity Schools in Ogun State³⁵. All scholarly reviewed studies were significant and in tandem with this study that institution ownership difference has a role to play in students' academic achievement.

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Chapter Five

Conclusion

This chapter explained and dealt with the summary of the findings, conclusion, recommendations, contribution to knowledge and suggestions for further studies.

5.1 Summary of Findings

Based on the findings of this study, the results of the data analyses revealed that for research questions, the level of instructional facilities availability was below requirement (<100%), for adequacy, they were moderately adequate ($\bar{x} = 3.11$; SD = 0.91) while utilization of the facilities was very high ($\bar{x} = 3.51$; SD = 0.81). The indices of the academic staff indicated that they were generally moderately qualified to teach ($\bar{x} = 2.06$; SD = 0.83). Academic qualification ($\bar{x} = 3.90$; SD = 0.98) but were deficient in book publication ($\bar{x} = 1.00$; SD = 0.00) and attendant at international training ($\bar{x} = 1.03$; SD = 0.17). Students often managed their time well for optimal academic achievement ($\bar{x} = 3.06$; SD = 0.91). Generally, the level of students' time management was moderate. There was negative attitude of the students towards Keyboarding as a course ($\bar{x} = 2.70$; SD = 0.96). Positive statements ($\bar{x} = 2.36$; SD = 0.99) while negative statements was ($\bar{x} = 3.02$; SD = 0.93). The students possessed average academic achievement in Keyboarding. For Task 1, (56%) and Task 2 (70%) were obtained. Cummulatively, the students' academic achievement in Keyboarding was (69%).

For the hypotheses testing, it was discovered that there was significant joint influence of instructional facilities adequacy and time management on students' academic achievement ($F_{(2, 597)} = 602.096$, $R^2 = 0.669$, Adjusted $R^2 = 0.667$, $p = 0.000 < 0.05$). There was significant relative influence of instructional facilities adequacy and time management on students'

academic achievement . Time management - ($\beta = -0.134$, $t = -0.624$, $P = 0.533 > 0.05$); Facility Adequacy - ($\beta = 0.951$, $t = 4.434$, $p = 0.000 < 0.05$). Meanwhile, the individual contribution of time management was insignificant. There was significant joint influence of instructional facilities adequacy, students' attitude and time management on students' academic achievement - ($F_{(3, 596)} = 406.778$, $R^2 = 0.672$, Adjusted $R^2 = 0.670$, $p = 0.000 < 0.05$). There was significant relative influence of academic staff indices and instructional facilities utilisation on students' academic achievement. Indices ($\beta = 0.307$, $t = 2.723$, $p = 0.008 < 0.05$); Facilities utilisation ($\beta = 0.562$, $t = 4.996$, $p = 0.000 < 0.05$). There was significant difference in institution ownership on students' academic achievement - Federal ($\bar{x} = 3.18$, $SD = 0.47$), State ($\bar{x} = 2.41$, $SD = 0.65$), ($F_{(1, 598)} = 279.928$), $p = 0.000 < 0.05$).

5.2 Conclusion

Having successfully considered and discussed the findings of this study, it could be concluded that instructional facilities (availability, adequacy and utilization) have tremendous positive significant impact on students' academic achievement in Keyboarding in Colleges of Education in Southwest, Nigeria. The extent of academic staff indices (publication, years of experience and qualification) have a slight positive impact on students' academic achievement in teaching and learning of Keyboarding in Colleges of Education in Southwest, Nigeria. Students' time management (punctuality, regularity) also have a moderate impact on Students Academic Achievement in Keyboarding. The attitude of the students towards Keyboarding (negative, positive) have a great impact on students' academic achievement in Colleges of Education in Southwest, Nigeria. The results of the achievement test clearly showed that all the variables and indices examined have impact on the students' achievement in Keyboarding as the students possessed average academic achievement.

5.3 Recommendations

Based on the findings of this study, the following recommendations were made:

1. There should be provision of instructional facilities based on the requirements of the NCCE. The high utilization of the available facilities should be improved upon.
2. There should be improvement in the academic staff indices as the lecturers should be encouraged to improve on their deficient areas which include publication, attendant at international training, membership of college committees and award/commendations.
3. The students should be encouraged and sensitized on proper and positive management of their time for better and optimal performance in their studies.
4. The students should be well orientated and counseled about career prospects and also be encouraged to have positive attitude towards their choosing programme.
5. The students should be encouraged to engage more in practical tests. Keyboarding, being a psychomotor learning subject, requires more of practice than theoretical attempt.

5.4 Contribution to Knowledge

This study is expected to contribute immensely to the body of existing knowledge especially in Business Education and Vocational Education in general. On completion and implementation of the recommendations of this study, it is expected to contribute to the existing body of knowledge in the following areas:

1. Conceptual

Conceptually, the study will contribute to the various underlying concepts as it affects Keyboarding students and lecturers. The academic staff are expected to develop new and improved methods of teaching the subject rather than the old and orthodox methods which

puts Keyboarding education at a pedestrian level. The academic staff are expected to upgrade their indices to prevent knowledge stagnation and be able to cope with the trend of modern education. The students should concentrate more on practical rather than theoretical studying of Keyboarding. The concerned institutions should endeavour to make adequate provision for the instructional facility needs of their programmes as recommended. This study will, therefore, contribute to previous body of knowledge on this concept.

2. Theoretical

Theories used for this study were the engagement, human capital and systems theories. This study is expected to contribute to the underlying theories that students must be well and meaningfully engaged in learning activities through interaction with others and be involved in meaningful and worthwhile academic task. Students should participate and create successful collaboration team in learning activities. The lecturers should be well engaged in teaching and committee based activities to ensure optimal performance. The institutions should ensure that only qualified human capital are employed and engaged to teach as this will serve as a determinant for the output of the institutions. The application of systems theory should be employed in admission of the students from the environment, train and teach them as input and ensure that they were well processed and get them returned to the environment as output and constantly get information about their performance in form of feedback. Therefore, this study will contribute to the existing body of theoretical knowledge with the application of these theories and can serve as a point of reference.

3. Empirical

This study will contribute to the body of existing knowledge in the area of provision and allocation of instructional facilities to various institutions by the NCCE. The study will

contribute to submissions and recommendations being previously carried out by various researchers to NCCE as a regulatory body, college administrators, lecturers, students and other stakeholders in the education industry.

4. Conceptual Framework

A conceptual model was developed to indicate the relationship between the various hypotheses. The model was able to link the independent variables with the dependent variable. The model was able to reveal the significant levels of the variables and clearly showing and indicating the resultant effect of the hypotheses on the model. Significant hypotheses were shown while the hypotheses to be rejected and the ones to be accepted were indicated. So, this study should contribute to various existing body of knowledge on several frameworks/models that had been developed in the time past by various researchers to test various hypotheses, most especially on those with similar or related variables and indices.

5. Gaps in Literature

The study was able to identify and link various theories, literatures, variables and indices of this study. Some of the theories adopted for this study were engagement, human capital and systems theories. Literatures were reviewed according to the variables and indices of the study. This study, should, therefore, contribute to the existing body of knowledge on various theories and literatures as had been propounded and put to use by various researchers and scholars.

5.5 Suggested Areas for Further Research

The following areas were suggested for further studies by other researchers:

1. Research Design

Descriptive research design of survey type was adopted for this study. The background of the study, statement of the problem, aim and objectives, scope and limitation of the study were well described and discussed. Five (5) research questions were raised and five (5) hypotheses were equally formulated to guide this study. The significance of the study was equally highlighted. It is therefore, suggested that other researchers should expatiate and elaborate on what this study had covered and endeavour to discover other areas where there are shortcomings on some methods used and improve on such areas.

2. Population of the Study

The population of this study consisted of Business Education Students with option in Keyboarding and their academic staff in public Colleges of Education in Southwest, Nigeria. Therefore, it is suggested that other researchers should expand the scope and territory of population which this study covered. Further studies can go beyond public institutions in Southwest or any other parts of the country. Population of the study can be expanded to other institutions offering Business Education, Vocational Education, Business Studies, Office Technology and Management, Office Automation and other several Vocational Institutes in other parts of the country aside those in Southwest Nigeria.

3. Sample and Sampling Technique

Simple random sampling technique was used for this study. The focused and targeted sampled size of this study were the Keyboarding students of Business Education in government owned Colleges of Education in Southwest, Nigeria. For this study, six Colleges

of Education from three inter-boundary states with geographical, cultural and ethnicity similarities which equally have both federal and state owned Colleges of Education were the ones selected for this study. Therefore, other researchers are encouraged to go beyond the scope of the sample size of this study. Other sampling techniques can be used for sampling selection apart from Simple Random and Purposive Sampling Techniques used in this study.

4. Research Instruments

Quantitative research method which permits analysis of data in graphical, tabular, chart, etc. was used for this study. Three major instruments adopted for this study were the Questionnaire, Checklist and Achievement Test. It is, therefore, suggested that other instruments and other means of eliciting information from the respondents like oral interview, interactive session and other structured and standardised instruments could be adopted and inculcated as part of research instrument. Qualitative research method could also be adopted in carrying out further studies on this work.

5. Methods of Data Collection

Data were collected by the researcher and Research Assistants. Electronic means of data collection was equally highly helpful during data collection and information retrieval. Therefore, it is hereby suggested that other researchers should employ other means, in addition to both human, online and electronic systems to gather needed data.

6. Methods of Data Analysis

Data collected were analysed using descriptive – for research questions (frequencies, percentages, mean and standard deviation), inferential – for hypotheses (Multiple Regression Analysis and t-test) statistical methods and achievement test. It is, therefore, suggested that other researchers should employ other statistical methods in analysis of data collected.

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Do Not Copy, Lead City University, Nigeria

Appendix 1

Questionnaire (Lecturers)

Dear Respondent,

This instrument is served you in respect of a research titled “*Instructional Facilities, Lecturers’ Indices, Students’ Attitude and Time Management as Determinants of Students’ Academic Achievement in Keyboarding in Colleges of Education in Southwest Nigeria*”. The research work is meant for academic purposes and information obtained therein will be treated with strict confidentiality. The success of this study depends on the truthfulness of your response. I, therefore, solicit for your maximum cooperation.

Thank you.

Ramoni, S. A.
The Researcher

Instruction: Please, tick (✓) in the appropriate space provided

Section A Demographic Data

1.	Gender	Male	
		Female	
2.	Age	Below 25 years	
		25-34 years	
		35-44 years	
		45-54 years	
		55 years and above	
3.	Educational Qualification	HND/PGDE	
		Bachelor Degree	
		Master Degree	
		Ph. D	
5.	Length of Service in years	0 – 10	
		11 – 20	
		21 – 30	
		Above 30	
6.	Institution Ownership	Federal	
		State	

Section B: Instructional Facilities Availability Checklist

S/N	Item	No. Available
1.	Manual Typewriter	
2.	Computer Desktop	
3.	Swivel typing chair	
4	Drop Desk/Typist Desk	

5.	Instructor's Table/Desk	
6.	Instructor's Chair	
7.	Stapling Machine	
8.	Stapling Remover	
9.	Perforator	
10.	Stop watch	
11.	Wall clock	
12.	Demonstration Stand	
13.	English Dictionary	
14.	File Cabinet	
15.	Executive Table	
16.	Secretary's Table	
17.	Photocopier	
18.	File Tray	
19.	Computer Laptop	
20.	Adding/listing machine	
21.	Waste Paper Basket	
22.	Benches	

Section C: Utilisation of Instructional Facilities

S/N	Item	Very Well Utilised	Well Utilised	Moderately Utilised	Not Well Utilised
1.	Manual Typewriter				
2.	Computer Desktop				
3.	Swivel typing chair				
4.	Drop Desk/Typist Desk				
5.	Instructor's Table/Desk				
6.	Instructor's Chair				
7.	Stapling Machine				
8.	Stapling Remover				
9.	Perforator				
10.	Stop watch				
11.	Wall clock				
12.	Demonstration Stand				
13.	English Dictionary				
14.	File Cabinet				
15.	Executive Table				
16.	Secretary's Table				
17.	Photocopier				
18.	File Tray				
19.	Computer Laptop				
20.	Adding/ listing machine				
21.	Waste Paper Basket				
22.	Benches				

Section D: Academic Staff Indices

1. Age (in years): Below 25 () 25 – 34 () 35 – 44 () 45 – 54 () 55 and above ()
2. Academic Qualification: HND () B.Ed. () PGDE () Masters () PhD ()
3. Number of Professional Membership: 1() 2() 3() 4() 5 and above ()
4. Rank: Chief Lecturer () Principal Lecturer () Senior Lecture () Lecturer I () Lecturer II ()
5. Length of Service (in years): 1 - 5 () 6 - 10 () 11 – 15 () 16 – 20 () Above 20 ()
6. Number of Trainings Attended:
 - i. In-Service: 1 – 5 () 6 – 10 () 11 – 15 () 16 and above ()
 - ii. On-the-Job: 1 – 5 () 6 – 10 () 11 – 15 () 16 and above ()
 - iii. Local: 1 – 5 () 6 – 10 () 11 – 15 () 16 and above ()
 - iv. International: 1 – 5 () 6 – 10 () 11 – 15 () 16 and above ()
7. Publications:
 - i. Books: 1 – 5 () 6 – 10 () 11 – 15 () 16 – 20 () 20 and above ()
 - ii. Chapter in a Book: 1 – 5 () 6 – 10 () 11 – 15 () 16 – 20 () 20 and above ()
 - iii. Sole Authored Journals: 1 – 5 () 6 – 10 () 11 – 15 () 16 – 20 () 20 and above ()
 - iv. Co-authored Journals: 1 – 5 () 6 – 10 () 11 – 15 () 16 – 20 () 20 and above ()
8. Leadership Positions: Course Adviser () Unit Head () HOD () Sub-Dean () Dean ()
9. Membership of College Committees: 1 – 5 () 6 – 10 () 11 – 15 () 16 – 20 () 20 and above ()
10. No. of Students Supervised: 1 – 5 () 6 – 10 () 11 – 15 () 16 – 20 () 20 and above ()

Appendix 2

Questionnaire (Students)

Dear Respondent,

This instrument is in respect of a research titled “*Instructional Facilities, Lecturers’ Indices, Students’ Attitude and Time Management as Determinants of Students’ Academic Achievement in Keyboarding in Colleges of Education in Southwest Nigeria*”. The research work is meant for academic purposes and information obtained therein will be treated with strict confidentiality. The success of this study will depend on the truthfulness of your response. I therefore, solicit for your maximum cooperation.

Thank you.

Ramoni, S. A.
The Researcher

Instruction: Please, tick (√) in the appropriate space provided.

Section A: Demographic Data

1.	Gender	Male	
		Female	
2.	Age	15-17 years	
		18-20 years	
		21-23 years	
		24 years and above	
3.	Level of Study	200	
		300	
4.	Institution Ownership	Federal	
		State	

Section B: Adequacy of Instructional Facilities

S/N	Item	Highly Adequate	Moderately Adequate	Moderately Inadequate	Highly Inadequate
1.	Manual Typewriter				
2.	Computer Desktop				
3.	Swivel typing chair				
4.	Drop Desk/Typist Desk				
5.	Instructor’s Table/Desk				
6.	Instructor’s Chair				
7.	Stapling Machine				
8.	Stapling Remover				
9.	Perforator				
10.	Stop watch				
11.	Wall clock				
12.	Demonstration Stand				

13.	English Dictionary				
14.	File Cabinet				
15.	Executive Table				
16.	Secretary's Table				
17.	Photocopier				
18.	File Tray				
19.	Computer Laptop				
20.	Adding/listing machine				
21.	Waste Paper Basket				
22.	Benches				

Section C: Students' Time Management

S/N	Item	A	O	S	R
1.	I do things in order of priority				
2.	I accomplish what needs to be done during the day				
3.	I always get assignments done on time				
4.	I feel I use my time effectively				
5.	I tackled difficult or unpleasant tasks without procrastination				
6.	I force myself to make time for planning				
7.	I spend enough time planning				
8.	I prepare a daily or weekly "to-do-list"				
9.	I am able to meet deadlines without rushing at the last minute				
10.	I keep up-to-date on my reading and homework assignments				
11.	I prevent interruptions from distracting me from high priority tasks				
12.	I avoid spending too much time on trivial matters				
13.	I spend enough time on academic matters				
14.	I have a weekly schedule on which I record fixed commitments such as classes and work hours				
15.	I make constructive use of my commuting time				
16.	I have discontinued any wasteful or unprofitable activities or routines				
17.	I screen and group my telephone calls to allow for control over telephone interruptions				
18.	I have a clear idea of what I want to accomplish during the coming semester				
19.	I am satisfied with the way I use my time				
20.	I prioritised my list in order of importance				

Key: A - Always O - Often S - Sometimes R - Rarely

Section D: Keyboarding Attitudinal Scale

S/N	ITEM	SA	A	D	SD
1.	Keyboarding is a difficult subject to learn				
2.	Keyboarding programme is meant for only female students				
3.	Female students perform better in Keyboarding than males				
4.	I would like to further my studies on Keyboarding related courses				
5.	I am ashamed of learning Keyboarding				
6.	Keyboarding programmes are meant for academically deficient students				
7.	I was forced to do Keyboarding related course				
8.	Keyboarding textbooks are difficult to understand				
9.	Keyboarding is a frustrated course				
10.	I have a phobia for Keyboarding				
11.	Keyboarding textbooks are substandard				
12.	My knowledge of Keyboarding assists me to excel in other courses that require the use of keyboard				
13.	I am learning Keyboarding because I have no choice				
14.	Studying Keyboarding is a waste of time and unprofitable venture				
15.	I have interest in Keyboarding				
16.	Understanding Keyboarding skill is difficult				
17.	I get necessary support and encouragement to learn Keyboarding				
18.	I earn income from my knowledge of Keyboarding				
19.	My Keyboarding knowledge is a waste				
20.	I cannot attain greater height with Keyboarding				

Key: SA - Strongly Agree A - Agree D - Disagree SD - Strongly Disagree

TASK I - Speed and Accuracy

Instruction: Type the following passage in double line spacing on A4 paper. Times New Roman, font 12. Time allowed is ten minutes.

The general tone of business during the year has, on the whole, been satisfactory. There are, however, straws in the wind to which it is desirable to draw attention. During the war and post-war years, failures in business were infrequent. Many failures are largely due either to fraud or folly, or a combination of both. In the period in question there was no particular object in indulging in the former, and no great opportunity in displaying the latter. Market would absorb anything that was offered, even ill-made rubbish, and the art of salesmanship was superfluous. This era shows signs of drawing to a close and the less intelligent and less efficient will find it harder to survive.

In some trades, capacity to produce is still the only limiting factor to the volume of sales, but this is by no means universal. In many others there is evidence of increasing stocks and a sense of selectivity, both as regards price and quality, which did not exist before. There is no longer the sane insatiable appetite. So long as this tendency does not go too far, it is no bad thing. It is salutary that the value of salesmanship should be realized, and that good workmanship and efficient and economic production should come into its own. There is no doubt, however, that in a world where appreciation of the realities of the situation is conspicuously absent, there will inevitably be casualties.

Task II

itinerary

0915		Check in at glasgow airport
0935	departure	glasgow Airport (Flight No 5023)
1045	arrive	london (Heathrow)
1145	arrive	west london air terminal
1430		Reception dorchester hotel, park lane
3pm		Display of christian dior spring Collection
1800		Report to west london Air Terminal
1835	departure	west london Air Terminal for Airport
1940	departure	London (Heathrow) (Flight 5064)
2100	arrive	Glasgow Airport

Task III

MENU

THE BELL HOTEL
WORCESTER

Saturday, 16th August, 2019

LUNCHEON

Tomato Soup

or

Grapefruit

Fried Fillet of Plaice – Sauce Tartare

Roast Chicken, Sausage and Stuffing

Bread Sauce

Roast and Creamed Potatoes

Spring Cabbage

Garden Peas

Peach Melba

Fruit Tart

or

Cheese and Biscuits

Coffee

Task IV

Drama

The Canterbury Singers

Present

Bless the bride

By

A. P. Herbert

Music by Vivian Ellis

By kind permission of Samuel French Limited

Stage Manager: Harry Vincent

Wardrobe Mistress: Mary Brown

Dances arranged by Susan Games

The Opera produced by F. Fauckener

Appendix 3

Speed and Accuracy Test

The general tone of business during the year has, on the whole, been satisfactory. There are, however, straws in the wind to which it is desirable to draw attention. During the war and post-war years, failures in business were infrequent. Many failures are largely due either to fraud or folly, or a combination of both. In the period in question, there was no particular object in indulging in the former, and no great opportunity in displaying the latter. Market would absorb anything that was offered, even ill-made rubbish, and the art of salesmanship was superfluous. This era shows signs of drawing to a close, and the less intelligent and less efficient will find it harder to survive.

In some trades, capacity to produce is still the only limiting factor to the volume of sales, but this is by no means universal. In many others there is evidence of increasing stocks and a sense of selectivity, both as regards price and quality, which did not exist before. There is no longer the same insatiable appetite. So long as this tendency does not go too far, it is no bad thing. It is salutary that the value of salesmanship should be realized, and that good workmanship and efficient and economic production should come into its own. There is no doubt, however, that in a world where appreciation of the realities of the situation is conspicuously absent, there will inevitably be casualties.

Appendix 4

MENU

T H E B E L L H O T E L
WORCESTER

Saturday, 16th August, 1999

LUNCHEON

Tomato Soup

or

Grapefruit

Fried Fillet of Plaice – Sauce Tartare

Roast Chicken, Sausage and Stuffing

Bread Sauce

Roast and Creamed Potatoes

Spring Cabbage

Garden Peas

Peach Melba

Fruit Tart

or

Cheese and Biscuits

Coffee

Appendix 5

ITINERARY

0915		Check in at Glasgow Airport
0935	departure	Glasgow Airport (Flight No 5023)
1045	arrive	London (Heathrow)
1145	arrive	West London Air Terminal
1430		Reception Dorchester Hotel, Park Lane
3pm		Display of Christian Dior Spring Collection
1800		Report to West London Air Terminal
1835	departure	West London Air Terminal for Airport
1940	departure	London (Heathrow) (Flight 5064)
2100	arrive	Glasgow Airport

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Appendix 6

DRAMA

The Canterbury Singers

present

BLESS THE BRIDE

by

A. P. HERBERT

Music by Vivian Ellis

by kind permission of Samuel French Limited

Stage Manager: Harry Vincent

Wardrobe Mistress: Mary Brown

Dances arranged by Susan Games

The Opera produced by F. Fauckener

Do Not Copy, Lead City University, Nigeria

Results from Descriptive Statistical Analysis

Appendix 7

Descriptive Statistics on Utilisation of Instructional Facilities					
	N	MiniMum	Maximum	Mean	Std. Deviation
Gender	70	1.00	2.00	1.5571	.50031
Age	70	1.00	4.00	3.8286	5.00137
Educational Qualification	70	1.00	5.00	3.8857	.98603
Length of Service in years	70	1.00	5.00	3.0429	1.12205
Institution Ownership	70	1.00	2.00	1.4714	.50279
Manual Typewriter	70	.00	.00	.0000	.00000
Computer Desktop	70	1.00	4.00	3.6571	.72002
Swivel Chair	70	1.00	4.00	3.3429	.84931
Drop Desk/Typist Desk	70	1.00	4.00	3.0143	.98530
Instructor's Table/Desk	70	1.00	4.00	3.6000	.73030
Instructor's Chair	70	1.00	4.00	3.5857	.71207
Stapling Machine	70	1.00	4.00	3.6429	.68176
Stapling Remover	70	1.00	4.00	3.6429	.63783
Perforator	70	1.00	4.00	3.4000	.87477
Stop Watch	70	1.00	4.00	3.8143	.57213
Wall Clock	70	1.00	4.00	3.4571	.81090
Demonstration Stand	70	1.00	4.00	3.4714	.88008
English Dictionary	70	1.00	4.00	3.4714	.79348
File Cabinet	70	1.00	4.00	3.5143	.84687
Executive Table	70	1.00	4.00	3.4714	.92817
Secretary's Table	70	1.00	4.00	3.5000	.73721
Photocopier	70	1.00	4.00	3.4286	.94134
File Tray	70	1.00	4.00	3.5714	.79073
Computer Laptop	70	1.00	4.00	3.5000	.84699
Adding/Listing Machine	70	1.00	4.00	3.5143	.88043
Waste Paper Basket	70	1.00	4.00	3.5429	.84589
Benches	70	1.00	4.00	3.5000	.86393
Valid N (listwise)	70				

Appendix 8

Descriptive Statistics on Adequacy of Instructional Facilities					
	N	Minimum	Maximum	Mean	Std. Deviation
Gender	600	1.00	2.00	1.8167	.38726
Age	600	1.00	4.00	2.2117	.52978
Level of Study	600	1.00	2.00	1.5067	.50037
Institution Ownership	600	1.00	2.00	1.5167	.50014
Manual Typewriter	600	1.00	4.00	3.4000	.80067
Computer Desktop	600	1.00	4.00	2.8450	1.13569
Swivel Chair	600	1.00	4.00	2.6333	1.02663
Drop Desk/Typist Desk	600	1.00	4.00	3.0700	.92368
Instructor's Table/Desk	600	1.00	4.00	3.2567	.93215
Instructor's Chair	600	1.00	4.00	3.1850	.94283
Stapling Machine	600	1.00	4.00	3.2683	.88937
Stapling Remover	600	1.00	4.00	3.4567	.72962
Perforator	600	1.00	4.00	3.4183	.81513
Stop Watch	600	1.00	4.00	3.5367	.72540
Wall Clock	600	1.00	4.00	3.7833	.58334
Demonstration Stand	600	1.00	4.00	3.1167	.89688
English Dictionary	600	1.00	4.00	1.9883	1.00990
File Cabinet	600	1.00	4.00	3.5117	.91356
Executive Table	600	1.00	4.00	3.4100	.79977
Secretary's Table	600	1.00	4.00	3.0000	.93173
Photocopier	600	1.00	4.00	3.2233	.77962
File Tray	600	1.00	4.00	3.0900	.93810
Computer Laptop	600	1.00	4.00	2.9600	1.02314
Adding/Listing Machine	600	1.00	4.00	3.0067	1.12490
Waste Paper Basket	600	1.00	4.00	1.8767	1.06145
Benches	599	1.00	4.00	3.3372	.99319
Valid N (listwise)	599				

Appendix 9

Descriptive Statistics on Academic Staff Indices					
	N	Minimum	Maximum	Mean	Std. Deviation
Gender	70	1.00	2.00	1.5571	.50031
Age	70	1.00	5.00	3.2571	1.13809
Educational Qualification	70	1.00	5.00	3.8857	.98603
Length of Service	70	1.00	5.00	3.0429	1.12205
Institution Ownership	70	1.00	2.00	1.4714	.50279
Academic Qualification	70	1.00	5.00	3.9000	.98024
Professional Bodies	70	1.00	5.00	3.1000	1.14398
Rank	70	1.00	5.00	2.7714	.95054
Length of Service	70	1.00	5.00	3.0429	1.12205
In-Service Training	70	1.00	4.00	1.8571	.90547
On-the Job	70	1.00	4.00	1.9429	.94617
Local	70	1.00	4.00	1.7714	.87097
International	70	1.00	2.00	1.0286	.16780
Books	70	1.00	1.00	1.0000	.00000
Chapters in Bok	70	1.00	5.00	1.9571	1.32354
Sole Authored	70	1.00	5.00	1.6143	1.02565
Co-authored	70	1.00	5.00	2.0714	1.15873
Leadership Positions	70	1.00	5.00	1.9143	1.13881
College Committee	70	1.00	2.00	1.0286	.16780
Students Supervised	70	1.00	5.00	2.8143	1.03969
Merit/Commendation	70	1.00	2.00	1.1143	.32046
Valid N (listwise)	70				

Appendix 10

Descriptive Statistics on Time Management					
	N	Mini Mum	Maxi mum	Mean	Std. Deviation
I do things in order of priority	600	1.00	4.00	3.1267	1.05948
I accomplish what needs to be done during the day	600	1.00	4.00	3.3100	.87283
I always get assignments done on time	600	1.00	4.00	3.3000	.87059
I feel I use my time effectively	600	1.00	4.00	3.2367	.87670
I tackled difficult or unpleasant tasks without procrastination	600	1.00	4.00	2.8317	.98909
I force myself to make time for planning	600	1.00	4.00	2.8750	.98708
I spend enough time planning	600	1.00	4.00	3.3033	.85589
I prepare a daily or weekly "to-do-list"	600	1.00	4.00	3.2533	.85266
I am able to meet deadlines without rushing at the last minutes	600	1.00	4.00	3.2567	.87487
I keep up-to-date on my reading and homework assignments	600	1.00	4.00	3.1400	.94616
I prevent interruptions from distracting me from high priority tasks	600	1.00	4.00	3.0817	.98146
I avoid spending too much time on trivial matters	600	1.00	4.00	3.3233	.87181
I spend enough time on academic matters	600	1.00	4.00	3.1533	.94586
I have a weekly schedule on which I record fixed commitments such as classes and work hours	600	1.00	4.00	1.9367	.94383
I make constructive use of my commuting time	600	1.00	4.00	3.2500	.83985
I have discontinued any wasteful or unprofitable activities or routines	600	1.00	4.00	3.2383	.86763
I screen and group my telephone calls to allow for control over telephone interruptions	600	1.00	4.00	1.7633	.91764
I have a clear idea of what i what to accomplish during the coming semester	600	1.00	4.00	3.2233	.92098
I am satisfied with the way I use my time	600	1.00	4.00	3.3800	.83272
I prioritised my list in order of Importance	600	1.00	4.00	3.2000	.94947
Valid N (listwise)	600				

Appendix 11

Descriptive Statistics on Attitudinal Scale					
	N	Minimum	Maximum	Mean	Std. Deviation
Keyboarding is a difficult subject	600	1.00	4.00	2.2400	1.15959
Keyboarding programme is meant for only female students	600	1.00	4.00	3.3400	.97261
Female students perform better in Keyboarding than male	600	1.00	4.00	2.5600	1.16991
I would like to further my studies on keyboarding related courses	600	1.00	4.00	2.1067	1.05379
I am ashamed of learning keyboarding	600	1.00	4.00	2.2800	1.04087
Keyboarding programmes are meant for academically deficient students	600	1.00	4.00	3.4400	.85300
I was forced to do keyboarding related course	600	1.00	4.00	3.0200	.92792
Keyboarding textbooks are difficult to understand	600	1.00	4.00	2.1533	.84716
Keyboarding is a frustrated course	600	1.00	4.00	2.8400	1.04701
I have phobia for keyboarding	600	1.00	4.00	2.9000	1.04490
Keyboarding textbooks are substandard	600	1.00	4.00	3.2600	.89091
My knowledge of keyboarding assists me to excel in other courses that require the use of keyboard	600	1.00	4.00	3.6000	.80067
I am learning keyboarding because I have no choice	600	1.00	4.00	2.2800	1.04087
Studying keyboarding is a waste of time and unprofitable venture	600	1.00	4.00	3.7000	.75561
I have interest in keyboarding	600	1.00	4.00	1.8400	.85769
Understanding keyboarding skill is difficult	600	1.00	4.00	1.9600	.93801
I get necessary support and encouragement to learn keyboarding	600	1.00	4.00	1.9400	.96849
I earn income from my knowledge of keyboarding	600	1.00	4.00	2.1800	1.16183
My keyboarding knowledge is a waste	600	1.00	4.00	3.3000	.75561
I cannot attain greater height with keyboarding	600	1.00	4.00	3.1400	.91750
Valid N (listwise)	600				

Results from Inferential Statistical Analysis

Appendix 12

Joint Influence of Instructional Facilities and Time Management (H₀₁)

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.818 ^a	.669	.667	.39169		
a. Predictors: (Constant), adequacy, time						
ANOVA^a						
Model		Sum of Squares	df	Mean Square	f	Sig.
1	Regression	184.748	2	92.374	602.096	.000 ^b
	Residual	91.592	597	.153		
	Total	276.340	599			
a. Dependent Variable (Students' Academic Achievement in Keyboarding)						
b. Predictors: (Constant), adequacy, time						

Appendix 13

Relative Influence of Instructional Facilities and Time Management (H₀₂)

Coefficients^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.683	.071		9.638	.000
	Time	-.005	.008	-.134	-.624	.533
	adequacy	.032	.007	.951	4.434	.000
Dependent Variable (Students' Academic Achievement in Keyboarding)						

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Appendix 14

Joint Influence of Instructional Facilities, Students' Attitude and Time Management (H₀₃)

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.820 ^a	.672	.670	.39005		
ANOVA^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	185.664	3	61.888	406.778	.000 ^b
	Residual	90.676	596	.152		
	Total	276.340	599			
a. Dependent Variable: (Students' Academic Achievement in Keyboarding)						
b. Predictors: (Constant), adequacy, attitude, time management						

Appendix 15

Relative Influence of Academic Staff Indices and Instructional Facilities Utilisation (H₀₄)

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.058	.146		.393	.695
	utilization	.013	.003	.562	4.996	.000
	indices	.009	.003	.307	2.723	.008

a. Dependent Variable: (Students' Academic Achievement in Keyboarding)

Beta Coefficients is significant at 0.05

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Appendix 16

Result of T-test for Institutional Ownership (H₀₅)

ANOVA Table							
			Sum of Squares	Df	Mean Square	F	Sig.
Institution Ownership	Between Groups	(Combined)	88.111	1	88.111	279.928	.000
	Within Groups		188.229	598	.315		
	Total		276.340	599			
Mean Report							
Institution Ownership		Mean	N	Std. Deviation			
State		2.4138	290	.64530			
Federal		3.1806	310	.46871			
Total		2.8100	600	.67922			

Do Not

Results of Reliability Coefficient of the Research Instruments

Appendix 17

Reliability Statistics for Academic Staff Indices			
Case Processing Summary			
		N	%
Cases	Valid	70	100.0
	Excluded ^a	0	.0
	Total	70	100.0
a. Listwise deletion based on all variables in the procedure.			
Cronbach's Alpha		.975	N of Items 21
Reliability Statistics Instructional Facilities Adequacy			
Case Processing Summary			
		N	%
Cases	Valid	599	99.8
	Excluded ^a	1	.2
	Total	600	100.0
a. Listwise deletion based on all variables in the procedure.			
Cronbach's Alpha		.989	N of Items 27
Reliability Statistics on Attitudinal Scale			
Case Processing Summary			
		N	%
Cases	Valid	600	100.0
	Excluded ^a	0	.0
	Total	600	100.0
a. Listwise deletion based on all variables in the procedure.			
Cronbach's Alpha		.988	N of Items 20
Reliability Statistics on Students' Time Management			
Case Processing Summary			
		N	%
Cases	Valid	600	100.0
	Excluded ^a	0	.0
	Total	600	100.0
a. Listwise deletion based on all variables in the procedure.			
Cronbach's Alpha		.994	N of Items 20

Reliability Statistics on Instructional Facilities Utilisation			
Case Processing Summary			
		N	%
Cases	Valid	70	11.7
	Excluded ^a	530	88.3
	Total	600	100.0
a. Listwise deletion based on all variables in the procedure.			
Cronbach's Alpha		N of Items	
		.937	27
Reliability Statistics of the Achievement Test			
Case Processing Summary			
		N	%
Cases	Valid	600	100.0
	Excluded ^a	0	.0
	Total	600	100.0
a. Listwise deletion based on all variables in the procedure.			
Cronbach's Alpha		N of Items	
		.890	4

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Attachment 1

Table for Determining Sample Size of a Known Population

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	1000000	384
<i>N is Population Size; S is Sample Size</i>					<i>Source: Krejcie & Morgan 1970</i>				

Attachment 2

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Attachment 3

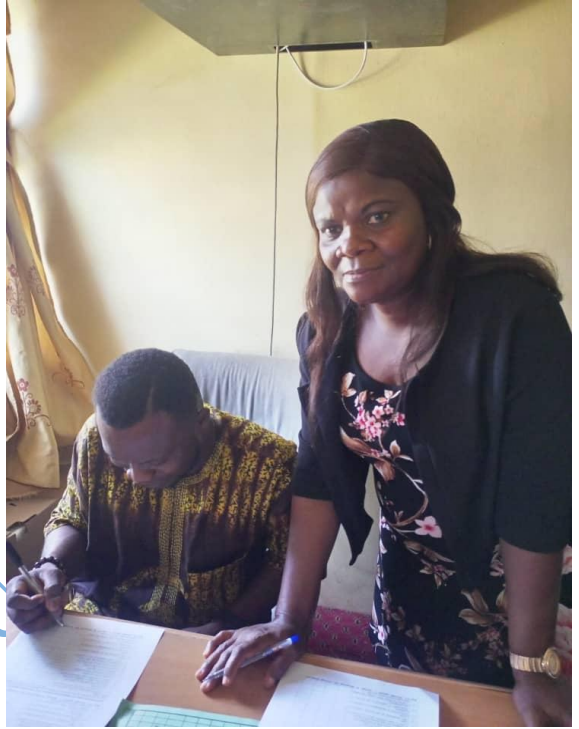
Do Not Copy, Lead City University, Nigeria

Attachment 4

Photo Splash



1 2

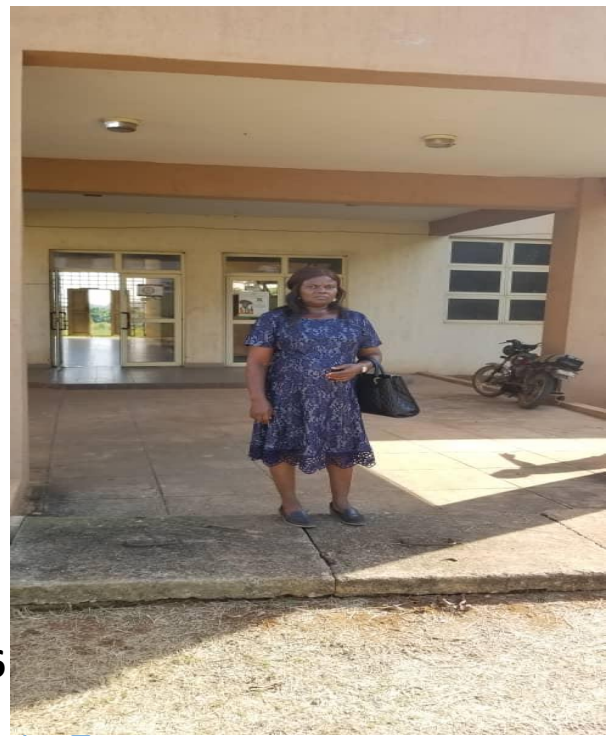


3 4





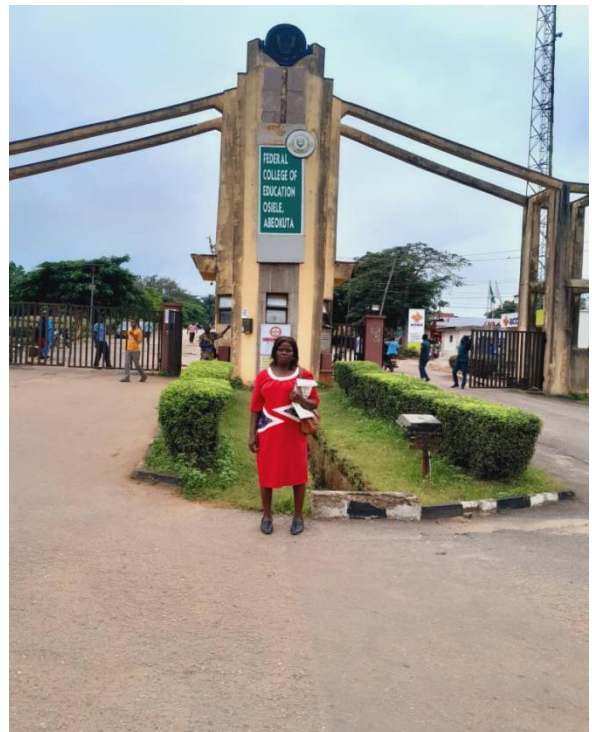
5



6



7



8



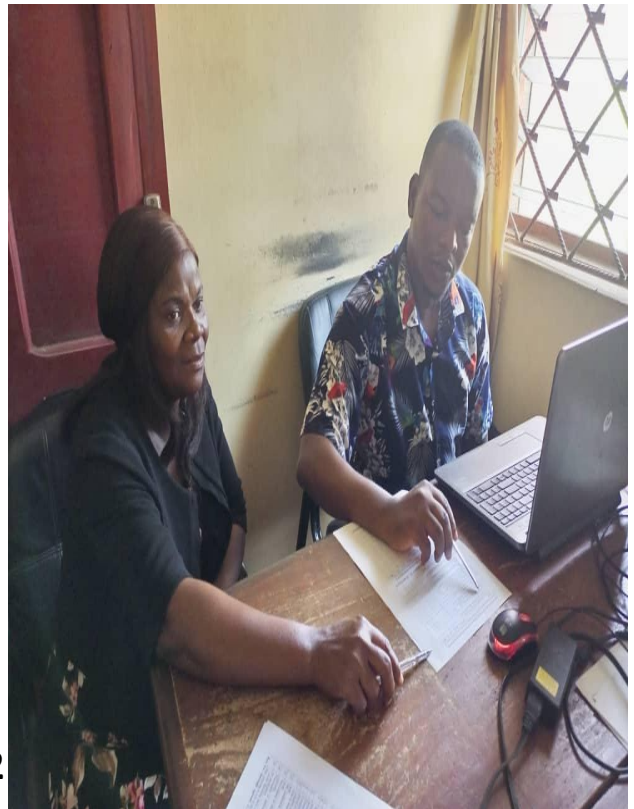
9 10



Lead City



11 12



Key to the Photo Splash

1. Researcher at the Department of Business Education
2. Researcher Administering Instruments to a Lecturer
3. Researcher having Interactive Session with Students
4. Students Filling the Questionnaires
5. Researcher at Vocational Education Building/Complex
6. Researcher at the Entrance of VTE Building
7. Research Assistant with some Students
8. Researcher at the Main Entrance of a Federal College of Education
9. Students on a Queue and Filing in during Keyboarding Test
10. Researcher with a Lecturer
11. Researcher with a Female Lecturer
12. Researcher Supervising Keyboarding Test

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Bio-data

01. PERSONAL DATA

- i. Name in Full Sikirat Aderonke RAMONI
- ii. Place and Date of Birth Sagamu, 18th May, 1971
- iii. Local Government Sagamu LGA
- iv. Age 52 years
- v. Sex Female
- vi. Marital Status Married
- vii. Nationality Nigerian
- viii. Town and State of Origin Sagamu, Ogun State
- ix. Contact Address 3, Ola Odetola Street, Asero Housing Estate Extension,
Off Bola Ajibola Street, Asero, Abeokuta
- x. Phone Number 08039153833; 07089095769
- xi. E-mail Address deronkemi08@yahoo.com; ramonisa@funaab.edu.ng

02. EDUCATIONAL INSTITUTIONS ATTENDED WITH QUALIFICATIONS OBTAINED

- a. Educational Institutions attended with dates
 - i. Lead City University, Ibadan (*PhD Bus. Educ.*) – *in-progress* 2020 to date
 - ii. Olabisi Onabanjo University, Ago-Iwoye 2010 – 2015
 - iii. Olabisi Onabanjo University, Ago-Iwoye 2003 – 2009
 - iv. The Institute of Chartered Secretaries & Administrators of Nigeria 2002 – 2005
 - v. Moshood Abiola Polytechnic, Abeokuta 1999
 - vi. UNAAB Computer Centre, Abeokuta 1999
 - vii. Remo Secondary School, Sagamu 1984 – 1990
- b. Academic and Professional Qualifications with dates
 - i. Master of Business Education 2015
 - ii. Bachelor of Secretarial Administration 2009
 - iii. Graduate Diploma in Corporate & Public Administration 2005
 - iv. Advanced Open Grading Test (60/120 wpm) 1999
 - v. Diploma in Word Processing 1999
 - vii. Certificate in Secretarial Studies 1993
 - vi. Senior School Certificate

03. WORK EXPERIENCE

- I. As a Secretary
 - a. Federal University of Agriculture, Abeokuta December 2001 till date
 - b. Total Child School, Onikolobo, Abeokuta January 1996 – Nov. 2001
 - c. Samkol Business & Mgt. Bureau, Abeokuta January 1994 – Dec. 1995
- Responsibilities/Duties
 - i. Processing/Typing of Documents
 - ii. Performing day-to-day Secretarial activities
 - iii. Assisting in Administrative work in the office
 - iv. Supervision of filing system in the office
 - v. Keeping and maintaining of Imprest System
 - vi. Keeping and monitoring of office stationery

- vii. Supervision of junior staff in the office
- viii. Preparation of reimbursement and retirement of money spent
- ix. Any other responsibility as may be assigned

II. As a Part-Time Lecturer College of Education, Ikere-Ekiti (Abeokuta Study Centre)
2018 - 2020

Courses Taught

i.	VTE 110	Introduction to Vocational and Technical Education	1C
ii.	BED 111	Principles of Accounting I	2C
iii.	BED 113	Commerce I	1C
iv.	BED 115	Office Practice I	1C
v.	BED 116	Shorthand Theory I	2C
vi.	BED 117	Keyboarding I	2C
vii.	BED 123	Commerce II	2C
viii.	BED 125	Office Practice II	1C
ix.	BED 126	Shorthand II	2C
x.	BED 127	Keyboarding II	2C
xi.	BED 212	Business Law	2C
xii.	BED 214	Monetary Economics	2C
xiii.	BED 211	Financial Accounting	2C

III. Conferences and Trainings attended with dates

- i. In-House Workshop/Retreat for Non-Teaching Staff on University Ethics, Culture and Service Delivery, organised by Federal University of Agriculture, Abeokuta between 26th and 27th July, 2021
- ii. Workshop on E-Tools for Effective Secretarial Administration, organised by Nigeria Computer Society, Ogun State Chapter between 15th -18th June, 2021
- iii. In-House Workshop on Enhancing Capacity Building for Sustainability of Secretarial Profession in the Digital Era, organised by University Secretarial Staff Association, FUNAAB Branch, July 2018.
- iv. In-House Workshop on Excellence in Action, organised by University Secretarial Staff Association, FUNAAB Branch, June 3, 2015
- v. In-House Workshop on Secretarial Profession: The Journey So Far organized by University Secretarial Staff Association, FUNAAB Branch, September 2013
- vi. In-House Workshop on Human Relations and Secretarial Profession organized by University Secretarial Staff Association, FUNAAB Branch, 21st September, 2011
- vii. National Workshop on Trends in Secretarial Administration in Globalizing World organized by National University Secretarial Staff Association at University of Ibadan, 21 – 22 July, 2011

- viii. In-House Training on Information and Communication Technology organized by ICTREC, Federal University of Agriculture, Abeokuta, August - Sept., 2010
- ix. In-House Workshop on Electronic Document Information Techniques organised by University Secretarial Staff Association, FUNAAB Branch, September 2010
- x. In-House Capacity Building Training organised by the University Management for Secretarial Staff on:
 - i. Public Relations for Secretaries and Handling People
 - ii. Modern Techniques in Information Storage and Retrieval
 - iii. English Language for Secretaries on Efficiency and Effectiveness
organized by Federal University of Agriculture, Abeokuta, July 2010
- xi. In-House Workshop on Enhancing Secretarial Efficiency - ICT Relevance organized by University Secretarial Staff Association, FUNAAB Branch, December 2009
- xii. In-House Workshop on The Role of Secretarial Staff in University Administration organized by University Secretarial Staff Association, FUNAAB Branch, July 2008
- xiii. Induction Seminar on Managing Life and Work through Entrepreneurship Development organized by The Institute of Chartered Secretaries and Administrators of Nigeria at Lagos Airport Hotel, Ikeja, Lagos August 2006
- xiv. Induction Seminar on Chartered Secretaries as the Custodian of Due Process and Integrity organized by The Institute of Chartered Secretaries and Administrators of Nigeria at Lagos Airport Hotel, Ikeja, Lagos, August 2005

04. SPECIAL ASSIGNMENT/COMMUNITY SERVICE

- i. Member, Internal Audit Welfare and Social Committee June 2009 - June 2013
- ii. Secretary, COLENG Welfare Committee July 2005 - October 2007
- iii. Member, Works and Services Welfare Committee Sept. 2003 - June 2005
- iv. Church Worker, Foursquare Gospel Church, FHE, Elega, Abeokuta till date

05. COMMENDATIONS

- i. Letter of Commendation from the Registrar on timely completion and submission of Audit Reports
- ii. Letter of Commendation from the Vice-Chancellor on active participation on the Commissioning of Projects during the 14th and 15th Convocation Ceremonies
- iii. Letter of Commendation from the Vice-Chancellor for active participation on Task Force on Completion of Chief Tony Anenih Building

06. MEMBERSHIP OF PROFESSIONAL BODIES

- i. Member, Association of Business Educators of Nigeria (ABEN)
- ii. Member, University Secretarial Staff Association (USSA)
- iii. Member, Association of Professional Secretarial Staff of Nigeria (APSSON)
- iv. Member, The Institute of Chartered Secretaries and Administrators of Nigeria (ICSAN)

07. PUBLICATIONS

1. Dissertations

- i. Adeniji, E. A. (2015), Assessment of Vocational Education Resources as Predictors of Quality Assurance in Colleges of Education in Ogun State (*written for the Award of Masters of Business Education*) - unpublished
- ii. Adeniji, E. A. (2009), Perceived Motivational Factors as Management Tools for Higher Productivity among Workers – a case study of University of Agriculture, Abeokuta (*written for the award of Bachelor of Secretarial Administration*) - unpublished
- iii. Salau, S. A. (1993), Secretaries and Office Terms and Meeting Codes (*written for the award of Diploma in Secretarial Studies*) - unpublished

2. Chapters in Book

- i. Bolarinwa, F. F. B. and **Ramoni, S. A.** (2018), *The Changing Roles of Secretaries – Need for Improved Curriculum. Legacy: A Book of Honour*, A Publication of Federal College of Education, Abeokuta – 2(1), ISBN 978-978-54501-0-01.

3. Journal

- i. Ileuma, S. E. & **Ramoni, S. A.** (2022), *Vocational Education Resources as Predictors of Quality Assurance in Colleges of Education in Ogun State*, **Al-Hikmah Journal of Business Education (AJOBED)**, 2(1), ISSN 2812-1494.

08. EXTRA CURRICULA ACTIVITIES

Reading, Farming, Cooking

09. REFEREES

- i. Arc. B. A. R. Anasanwo,
Former Director, Physical Planning,
Federal University of Agriculture,
Abeokuta
- ii. Prof. Bolanle Akeredolu-Ale,
Former Deputy Vice-Chancellor (Academic),
Federal University of Agriculture,
Abeokuta.
- iii. Mr. O. O. Amubode,
Former Director, Internal Audit,
Federal University of Agriculture,
Abeokuta.

.....
Signature

.....
Date

The University Compliance Certification

This is to certify that the thesis by Sikirat Aderonke RAMONI, in the Department of Arts and Social Science Education, Faculty of Education, Lead City University, Ibadan, Oyo State, is in full compliance with the approved University Format and Style.

Signature

Date

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