

**INFLUENCE OF INCESSANT STRIKE ON BUSINESS EDUCATION
STUDENTS' SKILL ACQUISITION**

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**A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF
VOCATIONAL TECHNICAL EDUCATION, FACULTY OF EDUCATION,
UNIVERSITY OF BENIN, BENIN CITY. IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE AWARD OF BACHELOR OF SCIENCE
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OPTION)**

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APPROVAL

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DEDICATION

This project is dedicated to God Almighty from whom all knowledge, wisdom, and understanding comes from.

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The researcher wishes to express her deepest appreciation to God Almighty for his supplies, grace, mercy and protection over her life and for divine knowledge throughout her years of study.

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ABSTRACT

The study assessed the Influence of Incessant Strike on Business Education Students Skill Acquisition. Six research questions were raised to guide the study and the null hypothesis was formulated and tested at 0.05 level of significance. The study employed a descriptive survey research design. The population of this design was made up of 324 Business education students in 100 to 400 level in the University of Benin (The office of the Head of Department, 2023). The sample size of this study comprised 113 Business education students in 100 to 400 level in University of Benin, Benin City. The proportionate sampling technique of 35% was used to arrive at the sampling size of 113.

The instrument used for data collection was questionnaire. The questionnaire was titled “Influence of Incessant Strike on Business Education Students Skill Acquisition” (IISBESSA). It was however subjected to face validated by the researcher’s supervisor and two other experts in the Department of Vocational Technical Education, Faculty of Education, University of Benin, Benin city, Edo state. To establish the reliability of the instrument, Cronbach alpha statistics was used to measure the level of consistency of the items. The instrument was administered once to twenty (20) Business education students in University of Benin who were not part of the sample size of the study. A coefficient of 0.79 was obtained which indicated that the instrument was reliable. The data collected from the respondents was analysed using mean (\bar{x}), standard deviation (SD) and two sample independent t-test.

The findings showed that ASUU Strike influence business education student’s skill acquisition, the acquisition of communication skill, the acquisition of ICT skill, the acquisition of accounting skill, and the acquisition of entrepreneurial skill of business education students to a high extent. The finding of research question six revealed that several coping mechanisms were devised by business education students during incessant strike action(s). Such as; Engaging in online courses, tutorials, and independent learnings on skill acquisition. Getting 0’level jobs to make ends during strike actions. Acquiring

handy skills outside the scope of the university's course of study. And scaling through on the encouragements of friends and family instead of dropping out of school. The findings of hypothesis one showed that there is no significant difference between the influence of incessant strike on male and female business education students' skill acquisition.

It was concluded that incessant strike influenced business education students' skill acquisition in universities in Edo State. Incessant ASUU strike in Nigeria has a significant impact on university students' skill acquisition which has led to an increase in unacquired skills by business education students due to disruption of academic calendar, leading to elongation of study years. Based on this conclusion, it was recommended that government take proactive measures in addressing the issue of incessant ASUU strike which has greatly impacted the acquisition of skills of business education students.

CHAPTER ONE

INTRODUCTION

Background to the Study

Business education is a program that involves teaching the skills needed to run, manage and grow a company, operations involved in the day to day running of a business, and general fundamental rudiments of the business industry. This field of education occurs at multiple levels, including secondary and higher education. Business education program is one of the occupational areas that is affiliated and richly provided for by Vocational Technical Education in Nigeria which involves more practical elements such as company visits and internships under the Student Industrial Work Experience Scheme (SIWES), focusing on a learning-by-doing approach. There is a strong emphasis on giving students opportunities to experience life through a business lens while studying, providing students with technical knowledge and expertise needed for use in business. Therefore, Business education is a skill acquisition program aimed at preparing students for the world of work through theoretical and practical knowledge of business.

The relevance of business education to society is one that far outweighs the time of training spent during the course of the program. Business education brings about productivity and reduction in unemployment, it helps to alleviate poverty by equipping students with necessary skills needed to make them both employable and self-employed. Also, with the introduction of modern equipment in the place of work, business education prepares students to serve productively and efficiently in tomorrow's business

environment through the use of critical and forward-thinking skills inculcated in students during the course of the program, as well as practical experience of the work environment. Business education is therefore seen as the bedrock of manpower development and poverty alleviation of every nation.

There are various components of business education which includes; Accounting, Office Technology Management (OTM), Marketing, and Entrepreneurship. And in these various components, there are diverse skills that can be acquired that will help an individual to be productive. These components are geared towards actualising the same objectives of business education program which aim at helping an individual become self-reliant to the point of providing job opportunities for others and contributing to nation building. According to Adeleke (2021), business education program is enriched with lofty objectives which includes;

1. To equip students with desirable skills needed to perform specified office business functions.
2. To provide students with technical knowledge and expertise needed for use in business.
3. To appreciate the world in which the individual lives by contributing meaningfully to the development of the place and towards the society by extension.
4. To be able to make informed decisions, spend judiciously, and handle problem with ease.

5. To understand the social-political and economic framework of the country.

The benefits derivable from a good and functional university education system can never be overemphasized. The entire developmental apparatus of the socioeconomic structure revolves around a good university education of which business education is embedded.

Toward achieving these stated objectives, practical steps must be taken to avoid incessant strike, either internal (cultism clash, disagreement between student union and management, violation of rights and harassment, and protest on the increment of fees) or external (Labour union, national protest, and declared state of emergency), so as to facilitate and enhance student's skill acquisition. It's no news that universities in this part of the world have witnessed in recent time incessant closures due to industrial actions widely known as "strike".

Tertiary education in Nigeria has suffered tremendous setbacks and repeated closure of schools as a result of strike actions by both the academic and non-academic staff. The first ever national strike was organized by the Academic Staff Union of Universities (ASUU) on the *7th of August, 1988*. Under the military government of President Ibrahim Badamasi Babangida, and the demand was to get fair wages and university autonomy. In 1999, Under the presidency of President Olusegun Obasanjo, FG reached an agreement with ASUU, and till date, the said agreement has still not been honoured. On Monday, 14th February 2022, ASUU announced a 'warning strike' which ended up spanning a period of eight months of school closure, making it sixteen (16)

strikes in total undergone by ASUU in twenty-three (23) years since the agreement was reached.

Strike action has created tension in the country overtime, thereby causing people (especially students) to wonder what could be the causes of prolonged strike actions by ASUU in Nigeria. According to Njure (2021), the Academic Staff Union of Universities (ASUU) root cause of strike is the need for the renewal of the university system, inability of the Federal Government to fulfil the conditions included in the agreement reached between the two sides (ASUU and FG), lapse in payment of earned academic allowances and salaries, FG's failure to adhere to agreed terms, inadequate pay packages and poor welfare packages, displeasure in the harsh and unfriendly policies by government and employers, and government's inability to set up a visitation panel to tertiary institutions. Several meetings have been held to end prolonged strike actions but no positive results have been achieved. The Academic Staff Union of Universities (ASUU) has opposed and rejected the new payment platform known as the Integrated Personnel and Payroll Information System (IPPIS) as introduced by the Federal Government in October 2006. ASUU states that the IPPIS is another excuse for FG to keep meddling in the affairs of universities as it opposes the proposed autonomy promised to the body. ASUU reiterated that the University Transparency and Accountability Solution (UTAS) remains the preferred payment platform for university lecturers. This new scheme was started by the Federal Government (FG) in the Nigerian public service sector by means of the utilization of Information and Communications Technology (ICT). The IPPIS was

acquainted to satisfactorily demonstrate the viability and productivity of finance organization in the public authority's Ministries, Departments and Agencies (MDAs). All these has subjected both lecturers and the students to pitiable conditions, disrupting academic programs, giving students undeserved extension in their study years, poor students concentration on academic programs and poor lecturer-student relationships amongst many others. Therefore, to facilitate students' skill acquisition, the issue of incessant ASUU strike must be properly addressed and intentionally looked into to aid the actualisation of the general educational objectives in Nigerian universities. By so doing, it is expected that business education students will acquire the necessary skills as at when due to aid them become productive to the economy

Skill acquisition is essential for Nigeria to grow economically, particularly in this era of dwindling revenue. The federal government of Nigeria recognized skill acquisition and development as an important factor in the drive to enhance productivity, reduce youth unemployment and achieve sustainable economic development. Skills refer to abilities, capabilities, aptitude, and expertise acquired through deliberate, systematic and sustained training necessary to adaptively perform job functions effectively. Skill acquisition refers to the ability to be trained on a particular task or function. It is a form of training of individuals or group of individuals to acquire skills needed for self-sustenance (Idoko, 2014). The need for skill acquisition in business education as a catalyst to sustainable national development cannot be overemphasized. The various skill business education

students acquire are; communication skill, technical skill, interpersonal skill, ICT skill, accounting skill, and entrepreneurial skill (Okoye & Nwagu, 2022).

Communication skill which includes; written, oral, verbal, non-verbal, and contextual communication must be expressed in a clear, concise, concrete, correct, coherent, complete, and courteous manner according to the UNM 5 is essential to effectively carry out day to day business activities. One must possess good communication skills because it remains the base line to aid other soft skills like public speaking.

ICT skill tasks on computer operations such as making video calls, searching on the internet or using a mobile device like a tablet or phone. any direct interaction with technology, including turning on a computer, using hardware to print and copy documents, using digital cameras to capture photographs or video footage, all these are regarded as ICT skills. With the advancement of technology by the day, Business education is a programme that sorts to equip its students with advanced computer skill to match the rapid technological revolution in the global market. With the development of Artificial Intelligence (AI), good computer knowledge gives Business education students better opportunity for personal development in that regard. As getting a job in today's world is benched on how much knowledge one has in ICT as a skill.

Accounting skill are abilities that allows you to accurately and ethically manage financial transactions, analyse financial data and generate financial reports. They include hard skills such as understanding generally accepted accounting principles, mathematical

comprehension and data analysis. Business education inculcates quality accounting skill in her students such as; book-keeping, Tax filling, and auditing skills.

Entrepreneurial skill encompasses a broad range of various skill sets like technical skills, leadership, business management skills and creative thinking. These skills can be applied to many different job roles, to be a successful business owner one may need to develop their business management skills. To build and maintain successful project teams, one will need to improve their leadership and communication skills. Business education improves and develops skills such as advertising, marketing and general entrepreneurial skill in students. The nitty gritty of starting and building a successful business is inculcated.

If students possess these skills, it is expected that they will be useful in the world of work irrespective of any lapses experienced in gaining theoretical knowledge due to incessant ASUU strike. But unfortunately, both the theoretical knowledge and the aforementioned skill acquisitions in business education are affected by the ASUU strike either through the delay in acquiring said skills, or termination of skill acquisition due to demotivation, laxity, and/or interference.

Statement of the Problem

Business education is enriched with diverse opportunities that can help individuals fit into the world of work either as a teacher, employed in a business industry, or as a self-employed. But unfortunately, these benefits are just theoretical, and not realistic such that Business education as a program is faced with diverse strike which

brings about a gap in the academic calendar. This had made many students to be frustrated about the program, leaving skills acquired or to be acquired to be unrealistic, and in turn pumping half-baked graduates into the system who are not equipped for the world of work. At the point upon resumption after strike and compulsory school closures, the zeal and willingness of students towards the program has fanned out, hence going through the remaining study years with little or no motivation and drive. All these appear to play a huge role in driving the local saying, “School is scam”. And with such mentality, if it continues to take root in the minds of young Nigerian university students, the essential skills that the students ought to acquire will not be achieved. And this will directly and indirectly affect the objectives of the program and university education at large. This will give rise to social vices and other premediated crimes, because when the youths are not occupied, they become unproductive and a menace and liability to the society. It is against this backdrop that the study intends to determine the influence of incessant strike on business education students’ skill acquisition.

Purpose of the Study

The main purpose of this study was to investigate the influence of incessant strike on Business Education students’ skill acquisition. Specifically, the study determined;

1. The extent to which ASUU strike influence business education student’s skill acquisition?
2. The extent to which incessant strike influence communication skill of business education students.

3. The extent to which incessant strike influences the acquisition of ICT skills among business education students.
4. The extent to which incessant strike influence accounting skill of business education students.
5. The extent to which incessant strike influences the acquisition of entrepreneurial skills among business education students.
6. The coping mechanisms devised business education students during incessant strike action(s).

Research Questions

The following research questions were raised to guide the study;

1. To what extent does ASUU Strike influence business education student's skill acquisition?
2. To what extent does incessant strike influence the acquisition of communication skill of business education graduates?
3. To what extent does incessant strike affect the acquisition of ICT skill of business education graduates?
4. To what extent does incessant strike influence the acquisition of accounting skill of business education graduates?
5. To what extent does incessant strike influence the acquisition of entrepreneurial skill of business education graduates?

6. What are the coping mechanisms devised business education students during incessant strike action(s)?

Hypothesis

The null hypothesis was formulated and tested at 0.05 level of significance.

1. There is no significant difference between the influence of incessant strike on male and female business education students' skill acquisition.

Significance of the Study

This finding of this study would be of immense benefits when published in reputable journals, conference proceedings, workshops, and online to all business educators, students, school managements and governments.

Business educators would benefit significantly from this study by implementing the recommendations through proper measures and structuring to work in agreement with the union. This work will be a liable instrument to that regard. It will also serve as a guide and reference in the teaching process to students regarding the place of education in the nation.

This work would be of immense benefits to student researchers for further research study. It will assist students in their knowledge buildup and appreciation of in-depth knowledge about the happenings as regarding education in the country as we know it to be.

The school management will benefit greatly through application of this study as they will not be weighed with an inappropriate proportion of the student's ratio to educational amenities available. Levels such as "100 levels A and B" will only be a thing of the past with students graduating as at when due. Therefore, aiding the reduction in spoilage and maintenance of educational infrastructures.

This work will be of benefit to government as there will be reduction in public protest, crime rates, and disturbance of the peace of the citizenry as they will not be faced with idle youths who have nothing to do due to the incessant strike actions.

Scope of the Study

This study focused on the influence of incessant strike on skill acquisition of business education students. The research concentrated on business education students of university of Benin. This study was covered in the Department of Vocational and Technical Education in University of Benin. The study covered variables such as communication, ICT, accounting, entrepreneurial skills, and strike.

Definition of Terms

Skill Acquisition: Skill acquisition is the art of learning to do something in order to earn a living or to survive.

Incessant: Continuing without pause or interruption.

Strike: Strike means concerted action resulting in a cessation of work, a refusal to work as a form of protest with an attempt to gain a concession from their employer.

Business Education: This is a branch of education in vocational technical education that involves teaching the skills and operations of a business industry.

Student: A student is a person who is studying at an institution of learning in order to enter a particular profession.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

The related literature of this study shall be reviewed under the following subheadings:

- Concept of Strike
- Concept of Business Education
- Overview of Skill Acquisition in Business Education
- Strike and Acquisition of Communication Skill
- Strike and Acquisition of ICT Skill
- Strike and Acquisition of Accounting Skill
- Strike and Acquisition of Entrepreneurial Skill
- Summary of Reviewed Literature

Concept of Strike

Strike refers to a period of time an organized group of employees stop working due to a disagreement between said body and its employer/management over bridge of agreement earlier stated or due to reoccurring unfavourable conditions (Oxford advanced learners dictionary). Strike, also called industrial action, is a work stoppage caused by the mass refusal of employees to work. A strike is usually seen as a response of an employee's grievance towards his employer. Etymologically, the word strike was first used in 1768, when sailors in support of a demonstration in London, removed the top gallant sails of merchant ship at port, thus crippling the ships. Officially the word is used as "work stoppage or industrial dispute." The first historically confirmed account of strike action was towards the end of the 20th dynasty, under pharaoh Ramses III in ancient Egypt on 14 November 1152 BC. The artisans of the Royal Necropolis at Dire Elmedina walked off their jobs because they had not been paid (Wikipedia 2015).

Asolu (2010) opined that strike is an action taken to disrupt all the working conditions in order to achieve a purpose influenced by demand for improvement in the conditions of service or to assuage a problem, which arose in the society.

In Nigeria, organizations such as Nigerian Union of Teachers (NUT), Nigerian Labour Congress (NLC), Academic Staff Union of Universities (ASUU) and Colleges of Education Academic Staff Union (COEASU) and other union bodies come together to make a strong force with one voice, by engaging on strike to protect their various interest and be able to withstand the force of the government. Strike is an effort by employees to withhold work so that the employer will make greater concessions at the bargaining table.

Strike remains the major bargaining weapon used by the labour union. It varies from economic strike where the employees stop work until demand for better conditions of employment are met, to sit-down strike where they go to work but sit and not do any work. Michael (2013) believes that strikes are most times politically charged. Of all the features of industrial relations, strikes are most often seen as weapon of first rather than of last resort. However, labour unions recognize strike as a legitimate last resort when all else fails. Legal dictionary defines strike as work stoppage; the concerted refusal of employees to perform work that their employers have assigned to them in order to force the employers to grant certain demand concessions. It further posits that “work stoppage is generally the last step in a labour-management dispute over wages and working conditions”. Because employees are not paid when they go on strike and employers lose production, both sides usually seek to avoid it. However, a strike may be the only bargaining tool left for employees.

According to Onyemanan (2016) strike is seen as a collective organized cessation or slowdown of work by employees to force acceptance of their demand by the employers. The legality of strike requires approval by the majority of employees by ballot, i.e., independent verification to ascertain that the majority support the vote. The notice of the impending strike must be given to employers in advance, while the employer must be provided with the result of the ballot as final notice to embark on the strike. This will be issued to the employers before the action takes place. This implies that no strike action can occur without the government (employers of labour) knowing or being warned of it.

It is therefore the failure of the employer to yield to the demand of the employees that results in industrial dispute known as “strike”.

The International Labour Organization (2011) maintains that strike is the most visible and controversial form of collective action in the event of a labour dispute, and is often seen as the last resort of workers organization in pursuit of their demands. Legal dictionary (2016) went further to say that employees can strike for economic reasons, for improvement of their working conditions or for the mutual aid and protection of employees in another union. In addition, even if they do not have a union, employees can purposely agree to stop working as a group. In that case, they are entitled to all the protections that organized strikers are afforded, no matter its form and nature.

Strike remains a disastrous factor in our functional education system since effective academic activities of the students heavily depend on the proper use of the opportunities and learning experiences in their environment. The legal dictionary concludes that labour unions do not have the right to use strike to interfere with management prerogatives or with policies that the employer is entitled to make that do not directly concern the employment relationship. Strike must be conducted in an orderly manner and cannot be used as a shield for violence or crime. Intimidation and coercion during the course of a strike are unlawful. Some of the implications of strike on the education programme in Nigeria includes majorly the disruption in the institution’s academic calendar (Kazeem & Ige, 2010). Once there is a strike action, it will give room for calendar adjustment which will inevitably affect the smooth running of education

programme in the country (Olakunle, 2011). Institutions are forced to close down and there will be a temporary stoppage of teaching and learning activities in the concerned institutions. This temporary refusal of lecturers to work will in turn result in developing and redesigning new academic calendar in order to make up for the period. Due to this strike action, university students may not be able to complete their academic work within the prescribed period as stated in the prospectus. For instance, a 4-year degree programme in Business education may take more than 4 years due to the strike action as it is currently being experienced in the country. Others includes reduction in concentration and learning loss of students, brain drain and loss of highly skilled professional from the education system, mental health related issues, and an increase in crime rate due to idleness of youths.

Concept of Business Education

Business education as a university program in Nigeria is concerned with teaching the skills, attitudes and knowledge necessary for a successful career in office and business world. Business education enriches basic education for teaching career, entrepreneurship, business understanding, office understanding, office environment and vocational practices. In the view of Onajite (2016), Business education encompasses education programme for business, office occupation, economic understanding, and entrepreneurship. It seeks to develop in the learners, basic skills for personal use in the future. It can also be defined as that aspect of an educational programme that equips individual function effectively in the world of work and society in which he lives. It is

also a program of learning which prepares students for entry and advancement into jobs within business. Business education is an education with training of the individual for business and about business, the formal focusing in those who desire career business and the latter is for students in the entire school system irrespective of their career aspirations. Business education is also viewed as a specialized type of education which by its versatility equips its recipient with skills, competencies and attitude necessary to make him a useful and self-reliant citizen.

Business education in Nigeria began in private schools which had government approval. Previously during the colonial period, business education began with primary education, and job training began once the student completed their secondary education on a particular job to acquire skills and the required knowledge. It was recalled that the introduction of business education into the mainstream of the Nigerian education system could be traced to the establishment of Yaba Technical Institute in 1963. The Ashby Commission in 1960 recommended for the development of the Technical and Commercial Business and for the award of the City and Guilds Institute and the Royal Society of Arts. Efforts to strengthen vocational business education were made by the Federal Government in 1962 which eventually culminated into the new National Policy on Education (NPE). This policy brought about the 6-3-3-4 system of education, which is six years in the primary school, three years in the junior secondary school, three years in the senior secondary and four years in the tertiary institution. (Federal Republic of Nigeria, 2004).

Today, Business Education is incorporated under Vocational Technical Education (VTE) across tertiary institutions, and colleges of education across the nation. According to Nigeria Scholars Find, A total number of 56 Universities offer Business education as a 4 years degree programme that leads to the award of B.Sc. (Ed) Degree in Business Education. Providing individuals who are interested in learning about various aspects of business management, entrepreneurship, finance, marketing, and related subjects with necessary skills required to fit into the world of work upon the completion of the program.

National development requires educated, skilled and competent people with similar objectives for it to be a reality. Seen from this angle, it is safe to say that business education becomes the most important factor for development as well as for empowering people (Oladunjoye, 2015). Business education has been defined in several ways, most of which highlight its vocational nature. Business education is a form of vocational education that is directed towards developing the learner to become productive in teaching, paid employment and self-employment (Idialu in Amoor, 2010). Business education prepares beneficiaries for gainful employment and sustainable livelihood. It is generally seen as education for and about business. Business education for business is that aspect of vocational education which provides instruction and preparation for office occupations such as secretary, shorthand-typist or stenographer, bookkeeper, data processor, word processor, computer analyst and accountant. On the other hand, education about business provides knowledge and understanding of the economic, financial, marketing, accounting, management system and other branches of business

endeavour. In other words, education about business prepares students to function intelligently as consumers and citizens in a business economy. Amoor (2010) notes that business education plays a significant role in the economic development by providing knowledge and skills to the learner. Thereby, enabling them to adequately impart knowledge into others, and handle sophisticated office technologies and information systems. The goal of business education is primarily to produce competent, skilful and dynamic business teachers, office administrators and businessmen and women that will effectively compete in the world of work. It has as its primary aim, the preparation of people for roles in enterprises. such roles could be as employee, entrepreneur, or self-employed.

With the provision of various career opportunities through Business education programme, citizens are being equipped with diverse skills which will bring about gainful employment, which in turn favours the nation as an average Nigerian will be able to contribute his/her own quota to nation building. Also, bearing in mind that the international status of a nation is largely determined by its technological capacity, skills such as ICT gained through business education program will accelerate the national goal of self-sufficiency regarding technological development. Business education is a cluster of necessary skills, with technology and commerce as a leading pathway in the present day economic and national development. Other benefits of Business education to national development includes:

1. Providing not only high-level skills necessary for every labour market but also the training of essential vocational personnel. It is these trained individuals who develop the capacity and analytical skills that drive local economies, support civil society, teach children, lead effective governments, and make important decisions which affect entire societies.
2. The development of many into sound and effective citizens. University education more than any other, has led to higher self-awareness and self-realization of individuals at various tasks, enhanced better human relationships, national consciousness and effective citizenship.
3. To lead nations into becoming more dynamic and self-reliant as the days go by. Specialists at various fields of endeavour such as medicine, law, engineering, philosophy, and education are being certified to fit the world of work through the university education.
4. Helping in the rapid industrialization of the economy. Providing manpower with adequate professional, technical and managerial skills. In another vein, a good university system helps to boost the transformation of societies into knowledge societies. This is done by providing not just educated workers, but knowledge workers who will contribute immensely to the growth of the economy.
5. To instil good attitudes and aid positive behavioural changes that are necessary for the socialization of individuals, thereby, leading to the modernization and overall transformation of the society.

6. To help in the formation of a strong nation state and at the same time aid globalization. It allows people to enjoy an enhanced life, offering the wider society both cultural and political benefits. In addition, university education has been on the vanguard of creating opportunities for the masses. To build a united and egalitarian country entails that every citizen should contribute to the development of the country.

Overview of Skill Acquisition in Business Education

Skill acquisition is the main focus of business education program for self-reliance and more employable motives. Omidiji and Ogwu (2019) defined skill acquisition as a systematic and sequential development of skills that promotes efficiency and effectiveness in the performance of a specified job. Skill acquisition is the process of developing capacities through all levels of education and training, occurring in both formal and informal settings, which enable individuals in all areas of the economy to be fully and productively engaged in livelihoods and to have the capacity to adapt their skills to meet the changing demands and opportunities of the economy and labour market especially in the e-world (Enang and Okute, 2019). Skill acquisition is the ability to be trained on a particular task or function and become expert in it. Some of the needed skills in business education for one to be self-reliant include communication skills, ICT skills, and entrepreneurial skills. According to Bisola (2016), Skill acquisition is the recipe for eradicating extreme poverty and hunger by creating avenue for employment, thereby

creating job opportunities and wealth creation. Also bringing about the reduction in crime rate, improved quality of life, and technological advancement.

Skill acquisition in business education can both be theoretical and practical. The theoretical part is hinged on the knowledge of every day office practices, record keeping, filing system, and business communication. This promotes the soft skills acquired in business education which includes; public speaking, book keeping, and problem-solving skills. The practical part on the other hand involves the acquisition of practical knowledge. Programs such as Student Industrial Work Experience Scheme (SIWES) have been put in place to expose students in business education to the field of work, giving them practical knowledge of different industries, and bridging the gap between yesterday and today's office technology. The objectives and goals of business education at all levels of education as posited by Igboke in Onyesom and Ashibogwu (2013) are essentially to develop basic skills for personal use in the future, and to acquire the knowledge and skills needed in the world of work, targeted towards national development. Skill acquisition in business education is created to develop basic skills for office occupation, as well as provide the needed background for teaching in business related subjects.

Skill acquisition in business education is faced with diverse challenges, which includes; Inadequate instructional facilities, incompetent facilitators and poor teaching methods, students' attitudes towards skill acquisition, undefined career path, and inadequate funding. But regardless, Business education is still committed to providing necessary skills irrespective of the inadequacies to students, making them ready to face

life and fit in the world of work. In finding such balance, it is important to note that strike remains the major challenge for any university institution in Nigeria, and by extension a challenge of skill acquisition in business education.

Strike and Acquisition of Communication Skill

There is no doubt that strike affects the skill acquisition process in Business education. And as a skill-based course, Business education requires no disruption in the process in order to guarantee easy transmission of skills to students. Once there are incessant strike actions, the skill acquisition process will be truncated and as such, Business education students will be poorly prepared for the realities in the labour market. One of the very vital skills required and expected to be acquired in business education program is communication skill. Being able to communicate effectively is perhaps the most important of all life skills as it is what enables us to pass information to other people, and to understand what is said to us. Communication, at its simplest, is the act of transferring information from one place to another. It may be vocally (using voice), written (using printed or digital media such as books, magazines, websites or emails), visually (using logos, maps, charts or graphs) or non-verbally (using body language, gestures and the tone and pitch of voice). In practice, it is often a combination of several of these.

Developing communication skills can help in all aspects of life, from professional life to social gatherings and everything in between. Professionally, if you are applying for jobs or looking for a promotion with your current employer, good communication skills

will certainly be demonstrated. In your personal life, good communication skills can improve your personal relationships by helping you to understand others, and to be understood. Good communication skills can improve the way that one operates through life, smoothing your way in your relationships with others. Poor communication skills, on the other hand, can sour relationships from business to personal, and make your life significantly harder. Some people seem to understand how to communicate without even trying. They are able to tailor their language, message, and tone to their audience, and get their point across quickly, in a way that is heard. They are also able to pick up the messages sent to them rapidly, understanding both what is said, and what has not been said. Being a natural communicator does not downplay the role business education plays in the acquisition of communication skills. In the sense that communication skills may take a lifetime to master. There are, however, many things that one can do fairly to improve his/her communication skills. Secondly, Business education has made it essential to incorporate courses such as 'Business Communication' as a mandatory course for its student. Exposing them to the fundamental business languages and forms of communication, from simple to complex. (Thompson, 2020).

Strike has affected the acquisition of communication skills through the disruption of the academic calendar. Putting a wide gap between lectures and destabilizing the academic program properly thought out for the student. When this in play, there will not be enough time for the business education students to complete their entire academic scheme, hence reaching a compromise of not attaining all necessary skills, or at least an

in-depth knowledge of them to prepare the students for the world of work. We find in our society acclaimed graduates who cannot hold a conversation, or communicate effectively. While this can be pegged on the inadequacies and shortcoming of the education system, it is no doubt that strike plays a major role to that effect.

Strike and Acquisition of ICT Skill

ICT skills such as word processing, spreadsheet, presentation, document management, time and billing, calendar and docketing, transcription, desktop publishing, video conferencing, excel, and other computer software applications will not be difficult for Business education students to navigate, thanks to the inclusion of necessary courses such as ‘word processing’ which introduces students to the world of office technology, as well as its operations. And with the advancement of said technology to Artificial Intelligence (AI), it is safe to say that knowing the basic rudiment of ICT goes a long way. According to Copeland (2023), the ability of a digital computer or computer-controlled robot to perform tasks commonly associated with intelligent beings is a step ahead in the digital world. With computer slowly replacing humans in the work area, it is expected that humans find a way to use these inventions to their greatest advantage through the acquisition of ICT skills, or risk losing it all to evolution.

Incessant strike actions have affected the acquisition of ICT skills in Business education, and this is not healthy for the equipment and facilities used in the teaching and learning of Business education. It is a well-established fact that technical education is geared towards skill acquisition, and for one to be efficient and proficient in the field of

technical education, there must be functional equipment and facilities on ground. Once there is strike action, these equipment and facilities are abandoned and not maintained in line with the guidelines for maintaining equipment and facilities. Most of the equipment and facilities begin to wear out or depreciate. Some of these equipment and facilities need to be cleaned and oiled from time to time to avoid rusting or depreciation.

Strike and Acquisition of Accounting Skill

Accounting as generally accepted is the measurement, processing, and communication of financial and non-financial information about economic entities such as businesses and corporations. The modern field was established by Benedikt Kotruljevic in 1458. Accounting, which has been called the “language of business” measures the results of an organization’s economic activities and conveys this information to a variety of users. Practitioners of accounting are known as accountings. Moses (2019).

Accounting can be divided into several fields including financial accounting, management accounting, external auditing, tax accounting, and cost accounting. Financial accounting focuses on the reporting of an organisation’s financial information, including the preparation of financial statements, to the external users of the information. The recording of financial information, so that summaries of the financials may be presented in financial reports, is known as booking, of which double-entry is the most common system. Accounting is facilitated by accounting organizations such as standard-setters, accounting firms and professional bodies. Financial statements are usually audited

by accounting firms, and are prepared in accordance with Generally Accepted Accounting Principles (GAAP).

Accounting entails a whole lot of critical knowledge even at the basics; therefore, it is a skill on finances which is the core of every profit-making organisation. Issues such as strike affects the skill acquisition of accounting a great deal, by first intercepting with the program, leaving students with half information concerning the skill, offering little or nothing to help them fit into the finance world. With the recent eight months strike experienced in 2021, it is safe to say that Business education students suffered the most as regarding the acquisition of accounting skill. The accounting course being an option in business education gave room enough for students to feel disconnected and left out by the accounting mother faculty (Management science). Little were taught and rushed due to the strike, but the examination was deeply rooted in the course of study, leaving a fine gap between actual knowledge gained, and the test of knowledge gained. Business education students were expected to be tested alongside students majoring in accounting and taxation. This was of great disadvantage to Business education students.

Strike and Acquisition of Entrepreneurial Skill

Entrepreneurial skills are those necessary skills needed by an entrepreneur to successfully run a business or add value to the business which would to the development for the business. Knowing fully well that the wheel of development of any country lies on the shoulder of how productive and creative the youths are. Parents, teachers and government have the obligation to ensure that the youths are empowered. There is

apparent economic depression in the midst of our so-called oil boom in Nigeria. The problem with Nigerian educational programmes is the too much emphasis on the value on certificate rather than the skills required in the career. In other words, the individual struggle hard through any means to attain the golden fleece which is the certificate rather than the knowledge and skills which should make them self-reliant. Hence, it is hope and rightly too, that government would continue to encourage a diversification of the economy through adequate support for private establishment and practical acquisition of skills in higher institutions. For this, education should be refined with a view to create and enhance the supply and entrepreneurship in the youth initiatives and activities. Apart from the entrepreneurship curriculum, there are other specific activities which can be carried out with a view to create entrepreneurship skills creation in the Nigerian tertiary schools. Some of them as Okojie (2008), Osibanjo (2006), and Ememe (2011) highlighted: Establishment of entrepreneurship development centres, establishment of small and medium scale establishment resources centres, establishment of some clubs in the tertiary schools, organize business plan competitions, introduce networking events through workshops, seminars, symposia, lectures and stakeholders where cross fertilization of ideas could occur, identify entrepreneurship business opportunities, there should be role model interaction and mentoring to deliver motivated discussions in form of key notes or lectures, industrial visits and excursion for on-site field trip like students of mass communication could visit media houses, medical students could visit pharmaceutical company and education students could visit modern schools with

facilities to mention but a few, make the students master at least one vocation that can guarantee self-reliance, inculcate in the students the knowledge of the modern information communication and technology that will enable them to interact effectively with their immediate and distant environment, fashion out modalities for setting up a career/entrepreneurship centre where students can be counselled and guided on the right career to follow after their graduation, there should be a school based enterprise where students identify potential business plan, create and operate small business by using the school as a mini incubator, and there should be some form of innovative for students who have done their practical work well during site supervision. With all these put into consideration, it will motivate students to establish businesses after school graduation.

Entrepreneurial skills do not only inculcate and improve on hand business skills in students, it also develops organizational skills, teamwork skills, multi-tasking skills, research skills, interpersonal skills, and supervisory skills in students. All these are interwoven and essential in the starting of a new business and the smooth running of an existing one. Entrepreneurship education has received a boost as a source of job creation, empowerment for the unemployed and the underemployed in a globalized economy worldwide. According to Florence (2015), the following reasons hinder entrepreneurship education in Nigeria: Poor entrepreneurial culture, lack of fund, poor knowledge based economy and low spirit of competition, lack of entrepreneurial teachers, materials and equipment, non-inclusion of entrepreneurship practical programme in the school curricula, poor societal attitude to technical and vocational education development, inadequate

facilities and modern equipment for teaching and learning, and insensitivity of government to enterprise creation and expansion strategy.

Narrowing it down to business education, the major challenge hindering the acquisition of entrepreneurial skill is incessant strike action. If business education as a course of study is accepted to be mostly technical, then practical skills and knowledge will be its bedrock. Therefore, the closure of schools due to industrial actions throws the skill acquisition of entrepreneurship down the drain even farther. ASUU strike has negatively impacted SMEs also, particularly those in and around the university communities. When universities are on strike, businesses have to close down because their primary customers are students and lecturers. Since these customers are out of school, they are out of business. Jeremiah (Piggyvest 2022).

Summary of Reviewed Literature

The literature review on the influence of incessant strike on Business Education students' skill acquisition reveals that industrial action which is an avenue for university lecturers to downplay their tools and refrain from any teaching activities in public universities for varying periods, ranging at times from one month to three to eight months in some cases, pending when their demands are fulfilled as upheld by the union (ASUU). During the period of the tussle between ASUU and the Federal Government (FG), there are usually varying ripple effects. Some of which includes the stoppage of university

lecturers' salaries, distortion in the university academic calendar, additional year(s) to the stipulated number of years for the student's program, the hastiness to cover grounds in teaching and to conduct examinations upon suspension of industrial actions, without due empathy and consideration for the students. These has made many students to be frustrated about the program, leaving skills to be acquired such as communication, accounting, entrepreneurial and ICT skills to be unrealistic and in turn pumping half-baked graduates into the labour market.

There is a saying that when two elephants fight, the grass suffers. Although the students are not the architect of these unending ASUU strikes, they have continued to be the perennial victims of the impasse. The reviewed literatures states that incessant strike influences business education students' skill acquisition.

CHAPTER THREE

METHODOLOGY

This chapter focused on the methods the researcher used to fully execute and carry out the study. It is organised under the following subheadings:

- Research Design
- Population of the Study
- Sample and Sampling Technique

- Research Instrument
- Validity of Research Instrument
- Reliability of the Instrument
- Method of Data Collection
- Method of Data Analysis

Research Design

The research design of this study was descriptive survey research design. According to Ali (2016) survey research design is a study mainly concerned with describing and explaining events as they are without any manipulation of what is being observed. This design was considered for this study, because it helped to describe the extent at which incessant strike action influences the opportunity for Business education students to acquire necessary skills.

Population of the Study

The population of the study consisted of 324 Business education students in 100 to 400 level in the University of Benin.

Table 1: Population of Business education students

S/N	Level of Business Education Students	Number of Business Education Students
1	100 Level	08
2	200 Level	110

3	300 Level	108
4	400 Level	98
		324

(The office of the Head of Department, 2023).

Sample and Sampling Technique

The sample size of this study comprised 113 Business education students in 100 to 400 level in University of Benin, Benin City. The proportionate sampling technique of 35% was used to arrive at the sampling size of 113.

Research Instrument

The research instrument used for data collection was questionnaire. The questionnaire was titled “Influence of Incessant Strike on Business Education Students Skill Acquisition” (IISBESSA). It was segmented into two (2) sections. Section A consisted of questions on the demographic characteristics of respondents such as age, sex, business education option, level. while Section B contained of 30 items in which five items were raised from each research questions. These items were rated on a four-point rating scale of Very high extent (VHE 4), High extent (HE 3), Low Extent (LE 2), and Very Low Extent (VLE 1).

Validity of Research Instrument

The instrument was subjected to face validated by the researcher’s supervisor and two other experts in the Department of Vocational Technical Education, Faculty of Education, University of Benin, Benin city, Edo state. This research instrument

(questionnaire) adopted was adequately checked and validated by the experts, necessary contributions and corrections were included into the final draft of the research instrument used.

Reliability of the Instrument

To establish the reliability of the instrument, Cronbach alpha statistics was used to measure the level of consistency of the items. The instrument was administered once to twenty (20) Business education students in University of Benin who were not part of the sample size of the study. A coefficient of 0.79 was obtained which indicated that the instrument was reliable.

Method of Data Collection

The instrument was administered to the respondents with the help of two research assistants. The assistants helped in the distribution and retrieval of the questionnaire which lasted for one day. The research assistants were also briefed on the purpose of the study, questionnaire distribution, and collection. Completed copies of the questionnaire were checked at the point of retrieval in order to ensure a high level of completeness by the participants.

Method of Data Analysis

The data collected from the respondents was analysed using mean (\bar{x}), standard deviation (SD) and two sample independent t-test. The mean and standard deviation were used to answer the data collected for the research questions while two sample independent t-test was used to test hypothesis at 0.05 level of significance. Decision rule

was based on mean value of 2.50 such that any calculated mean (\bar{x}) equal or greater than 2.50 was regarded as high extent while any mean (\bar{x}) less than 2.50 was regarded as low extent. On the basis of the hypothesis, the probability value (p) was used. If p-value rule was less than or equal to 0.05, null hypothesis was not retained, but if p-value was greater than 0.05, null hypothesis was retained.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter deals with presentation of results and discussion of findings. The results of the analysis are presented in the order of the research questions and hypothesis that guided the study. The research questions and hypothesis were answered under the following sub-headings:

- Presentation of Results
- Discussion of Findings

Presentation of Results

Research Question One

To what extent does ASUU Strike influence business education student's skill acquisition?

Table 2: Mean and standard deviation showing influence of ASUU Strike on business

education student's skill acquisition					
S/N	Item	N	Mean	SD	Remarks
1	I have experienced at least one strike during the cause of my program which has greatly impacted my skill acquisition.	113	2.27	1.071	Low Extent
2	Strike caused delay in course completion which led to an extension of my program and acquisition of skills.	113	3.26	.692	High Extent
3	My motivation towards acquiring skills has decreased due to ASUU strike.	113	3.38	.771	High Extent
4	Strike disrupted the acquisition of skills needed to enable me fit into the world of work.	113	3.07	.863	High Extent
5	My zeal towards acquiring skills has dropped drastically after experiencing strike.	113	3.12	.729	High Extent
Cluster Mean			3.02	0.15	High Extent

Note: SD (Standard Deviation), N (Sample Size)

In response to research question one, Table 2 showed that the respondents rated item two to five as high extent with a mean rating ranging from 3.07 to 3.38 while item one indicated low extent with a mean of 2.27. The standard deviation also ranges from .692 to 1.071. The cluster mean showed a mean of 3.02. With these results, the above mean score shows that ASUU Strike influence business education student's skill acquisition to high extent.

Research Question Two

To what extent does incessant strike influence the acquisition of communication skill by business education graduates?

Table 3: Mean and standard deviation showing influence of incessant strike on the acquisition of communication skill by business education students

S/N	Item	N	Mean	SD	Remarks
1	I cannot communicate effectively among students from other institutions not affected by ASUU strike.	113	2.96	.939	High Extent
2	Business language and formal form of communication is still a struggle to me due to ASUU strike.	113	3.37	.781	High Extent
3	Business communication was not taught explicitly due to incessant strike action.	113	3.44	.709	High Extent
4	Strike affected my acquisition of communication skill negatively.	113	2.74	.971	High Extent
5	The acquisition of communication skill was rushed because strike affected the academic calendar.	113	3.06	.859	High Extent
Cluster Mean			3.11	0.11	High Extent

Note: SD (Standard Deviation), N (Sample Size)

The data analysis presented in Table 3 depicts that the respondents' rated item one to five as high extent with a mean rating ranging from 2.74 to 3.44 while the standard deviation also ranges from .709 to .939. The cluster mean showed a mean of 3.11. The above mean score shows that incessant strike influenced the acquisition of communication skill by business education graduates to a high extent.

Research Question Three

To what extent does incessant strike affect the acquisition of ICT skill by business education graduates?

Table 4: Mean and standard deviation showing influence of teleconferencing on the teaching and learning of business education programmes

S/N	Item	N	Mean	SD	Remarks
1	Strike has affected my personal and professional development by disrupting the acquisition of ICT skill.	113	2.96	.939	High Extent
2	Due to incessant strike action, Computers and other ICT equipment's in Business education has dilapidated.	113	3.37	.781	High Extent
3	I cannot operate a computer without supervision due to incessant strike.	113	3.44	.709	High Extent
4	I cannot use office software packages such as Microsoft word, excel and power point to a reasonable degree due to ASUU strike.	113	2.74	.971	High Extent
5	Strike disrupted my acquisition of ICT skill.	113	3.06	.859	High Extent
Cluster Mean			3.11	0.11	High Extent

Note: SD (Standard Deviation), N (Sample Size)

Research question three in Table 4 reveals that the respondents rated item one to five as high extent with a mean rating ranging from 2.74 to 3.44 while standard deviation also ranges from .7841 to .939. The cluster mean indicated a mean of 3.11. With these results, the above mean score shows that incessant strike influenced the acquisition of ICT skill by business education graduates to a high extent.

Research Question Four

To what extent does incessant strike influence the acquisition of accounting skill by business education graduates?

Table 5: Mean and standard deviation showing influence of incessant strike on the acquisition of accounting skill by business education students

S/N	Item	N	Mean	SD	Remarks
1	Business education students are at a disadvantage in acquiring accounting skill due to incessant strike.	113	3.33	.807	High Extent
2	I would have done better in acquiring accounting skill if strike had not taken place.	113	3.15	.782	High Extent
3	Incessant strike influences the acquisition of accounting skill more in a negative way rather than positive.	113	3.13	.796	High Extent
4	I cannot keep an adequate financial record due to ASUU strike.	113	3.32	.837	High Extent
5	Strike disrupted my acquisition of accounting skill.	113	3.12	.898	High Extent
Cluster Mean			3.21	0.05	High Extent

Note: SD (Standard Deviation), N (Sample Size)

In response to research four, Table 5 showed that the respondents rated items one to five as high extent with a mean rating ranging from 3.12 to 3.33 while standard deviation also ranges from .796 to .898. The cluster mean showed a mean of 3.21. With these results, the above mean score shows that incessant strike influenced the acquisition of accounting skill by business education graduates to a high extent.

Research Question Five

To what extent does incessant strike influence the acquisition of entrepreneurial skill by business education graduates?

Table 6: Mean and standard deviation showing influence of incessant strike on the acquisition of entrepreneurial skill by business education students

S/N	Item	N	Mean	SD	Remarks
1	Strike impacted my access of training and acquisition of entrepreneurial skill	113	3.42	.730	High Extent
2	I do not feel confident enough in making business related decisions either as a soon-to-be employee or a self-employed due to incessant strike.	113	3.38	.736	High Extent
3	Due to ASUU strike, i did not acquire the skills needed in running a successful business.	113	3.04	.880	High Extent
4	My motivation towards acquiring entrepreneurial skill dropped drastically due to incessant strike	113	3.13	.796	High Extent
5	Due to incessant strike, i do not feel ready in saddling the responsibility of owing a business.	113	3.32	.837	High Extent
Cluster Mean			3.26	0.06	High Extent

Note: SD (Standard Deviation), N (Sample Size)

In response to research question one, Table 6 showed that the respondents rated item one to five as high extent with a mean rating ranging from 3.04 to 3.42 while the standard deviation also ranges from .730 to .880. The cluster mean showed a mean of 3.26. With these results, the above mean score shows that incessant strike influenced the acquisition of entrepreneurial skill of business education graduates to high extent.

Research Question Six

What are the coping mechanisms devised by business education students during incessant strike action(s)?

Table 7: Mean and standard deviation showing coping mechanisms devised by business

education students during incessant strike action(s)

S/N	Item	N	Mean	SD	Remarks
1	I engaged in online courses, tutorials, and independent learning on skill acquisition.	113	3.12	.898	High Extent
2	I got a job with my 0'level to make ends meet during strike actions.	113	3.12	.863	High Extent
3	I acquired a skill outside the scope of the university's course of study.	113	2.88	.946	High Extent
4	I almost dropped out due to incessant ASUU strike but continued due to guidance from friends and family.	113	2.48	1.127	High Extent
5	I remained idle hoping the strike will be called off earlier rather than later.	113	2.87	.977	High Extent
Cluster Mean			2.89	0.10	High Extent

Note: SD (Standard Deviation), N (Sample Size)

The data analysis presented in Table 7 depicts that the respondents' rated item one to three as well as item five as high extent with a mean rating ranging from 2.87 to 3.12 while item four was rated as low extent with a mean of 2.48. The standard deviation also ranges from .863 to 1.9127. The cluster mean showed a mean of 2.89. The above mean score shows that several coping mechanisms were devised by business education students during incessant strike action(s).

Hypotheses Testing

The data analysis for testing the hypothesis was carried out using two sample independent t-test. The result of the hypothesis was presented in Table 5.

Hypothesis One

There is no significant difference between the influence of incessant strike on male and female business education students' skill acquisition.

Table 8: t-test analysis showing the mean difference between the influence of incessant strike on male and female business education students' skill acquisition

Gender	N	Mean	SD	df	t-value	p-value	Decision
Male	55	3.09	0.42	111	-.215	.830	Not Significant
Female	58	3.11	0.46				

**P-Value Not Significant at 0.05 level (2-tailed) (Retain Hypothesis) SD: Standard deviation
DF: Degree of freedom**

Testing hypothesis one as presented in Table 5, revealed mean responses on the difference the influence of incessant strike on male and female business education students' skill acquisition. The Table revealed a mean of 3.09 for male and 3.11 for female. The corresponding standard deviations are 0.42 and 0.46 for male and female respectively. The t-value of -.215, at degree of freedom of 111, which showed not significant at p-value of .830. Testing at an alpha value of .05, the null hypothesis was retained since the p-value is higher than alpha value. Thus, there is no significant difference between the influence of incessant strike on male and female business education students' skill acquisition.

Discussion of Findings

The findings of research question one indicated that ASUU Strike influence business education student's skill acquisition to high extent. ASUU strike greatly

impacted the skill acquisition of Business Education a great deal by elongating the study years of students, thereby truncating the skill acquisition process and leaving Business education students poorly prepared for the realities in the labor market upon graduation. This finding supports that of Onyemenam (2016) who not only agrees, but went further by identifying two alternative ways union can press home their demand without engaging in strike action. This includes; Joint consultation and Collective bargaining. He sees these as a method by which employees come together in attempt to reach agreement in matters under discussion through the process of negotiation and pursue an issue of common interest. Thereby reducing reoccurring industrial strike actions affecting Business Education students' skill acquisition.

The finding of research question two revealed that incessant strike influenced the acquisition of communication skill by business education students to a high extent. Strike has affected the acquisition of communication skills of Business Education students by putting a wide gap between lectures and destabilizing the academic program properly planned and thought out for the benefits of the students. With strike in play, there will not be enough time for business education students to complete their entire academic scheme, hence reaching a compromise of not attaining necessary communication skill, or at least an in-depth knowledge of them. The finding is in line with that of Thompson (2020) who stated that strike played a major role to the inadequacies and shortcomings of the education system in the dispensing of communication skill.

The finding of research question three depicted that incessant strike influenced the acquisition of ICT skill by business education students to a high extent. With reoccurring strike actions, the equipment and facilities which aids the acquisition of ICT skill such as computers are abandoned and not maintained in line with the guidelines for maintaining equipment and facilities for a period of time. Most of the equipments begin to depreciate, thereby putting Business education students at a disadvantage in acquiring ICT skill. The finding is in agreement with that of Copeland (2023) who stated that with the advancement of the digital world and invention of Artificial Intelligence (AI), it is expected that humans find a way to use these inventions to their greatest advantage through the acquisition of ICT skills especially in schools and technical colleges, or risk losing it all to evolution. Therefore, strike is a major concern to the acquisition of ICT skills of Business Education students.

The findings of research question four showed that incessant strike influenced the acquisition of accounting skill by business education students to a high extent. Strike intercepting with the program and leaving students with half information concerning accounting skill, offering little or nothing to help students fit into the finance world has become the order of the day. The accounting course being an option and a borrowed course in business education is enough room for students to feel less equipped in comparison to the accounting major students. Experiencing strike added to that leaves Business Education students more lost than they were before acquiring accounting skill as courses were either not taught at all or taught in a rush so as to meet up with the date

already scheduled for examination. The finding corroborates that of Anonaba (2015) who denotes that the adverse effects of ASUU strike affects all across board, but especially the students in their acquisition of skills as disruptions in school calendar will give rise to lack of zeal and laziness in students towards acquiring necessary skills needed in the world of work.

The results of research question five showed that incessant strike influenced the acquisition of entrepreneurial skill of business education students to high extent. When acquiring skills, it is of utmost importance that there are no disruptions in the transfer of knowledge. Incessant strike affects the transfer of entrepreneurial skill from tutor to students, therefore creating room for interference, loss of interest, and spoilage of materials provided for acquiring said skills. This finding supports that of Florence (2015), who further stated that poor entrepreneurial culture, lack of fund, poor knowledge-based economy, low spirit of competition, lack of entrepreneurial teachers, inadequate facilities and modern equipment for teaching and learning, etc. are few of the many reasons why entrepreneurial skill has been hindered in the Nigeria education sector as a whole and among Business Education students as a case study.

The finding of research question six revealed that several coping mechanisms were devised by business education students during incessant strike action(s). Such as; Engaging in online courses, tutorials, and independent learnings on skill acquisition. Getting 0'level jobs to make ends during strike actions. Acquiring handy skills outside the scope of the university's course of study. And scaling through on the encouragements of friends and

family instead of dropping out of school. The finding is in line with the article of Daily Trust (2022) which agrees that coping mechanisms are important to dealing with incessant strike. As this gets students going, keeping them busy and productive, while protecting their mental wellbeing from the reoccurring industrial strike.

The findings of hypothesis one showed that there is no significant difference between the influence of incessant strike on male and female business education students' skill acquisition.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary

The study determined the influence of incessant strike on Business Education students' skill acquisition. Six research questions were raised to guide the study and one hypothesis was formulated and tested at 0.05 level of significance.

The study adopted a descriptive survey research design. The population of the study consisted of 324 Business education students in 100 to 400 level in the University of Benin. The sample size of this study comprised 113 Business education students in 100 to 400 level in University of Benin, Benin City. The proportionate sampling technique of 35% was used to arrive at the sampling size of 113. The instrument that was used to elicit opinions and facts from business education students was a questionnaire titled "Influence of Incessant Strike on Business Education Students Skill Acquisition" (IISBESSA)". The instrument was subjected to face validated by the researcher supervisor and two other experts in the Department of Vocational Technical Education, Faculty of Education, University of Benin, Benin city, Edo state. To establish the reliability of the instrument, Cronbach alpha statistics was used to measure the level of consistency of the items. The instrument was administered once to twenty (20) Business education students in University of Benin who were not part of the sample size of the study. The responses of

the respondents were analysed and a coefficient of 0.79 was obtained. The data collected from the respondent were analysed using mean (\bar{x}) and Standard deviation (SD) and two sample independent t-test. The findings generally showed that incessant strike influenced Business Education students' skill acquisition in universities in Edo State to a high extent. The findings of the study were as follows:

1. ASUU Strike influence business education student's skill acquisition to high extent.
2. Incessant strike influenced the acquisition of communication skill by business education graduates to a high extent.
3. Incessant strike influenced the acquisition of ICT skill by business education graduates to a high extent.
4. Incessant strike influenced the acquisition of accounting skill by business education graduates to a high extent.
5. Incessant strike influenced the acquisition of entrepreneurial skill of business education graduates to high extent.
6. Several coping mechanisms were devised by business education students during incessant strike action(s).
7. There is no significant difference between the influence of incessant strike on male and female business education students' skill acquisition.

Conclusion

Based on the findings of the study, it was concluded that incessant strike influenced Business Education students' skill acquisition in universities in Edo State to a high extent. Incessant ASUU strike in Nigeria has had a significant impact on university students' skill acquisition. The implications are far reaching as students have lost trust and confidence in the education system, demotivation towards acquiring necessary skills, experiencing even more financial burdens due to the extended period of study caused by ASUU strike and much more. To address this issue, it is crucial that government take proactive measures in making sure that incessant strike experienced by university students in Nigeria is cut down to the barest minimum. It is believed that someday, after intentional and deliberate actions have been taken, the average Nigeria university business education student will no longer have to deal with the implications of incessant ASUU strike. It will therefore be a thing of the past.

Recommendations

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

1. Business educators should be heavily involved and interested in the decision-making process of government policies as regards education. They should invest in training and retraining of already acquired skills to improve on personal growth and also to serve as a form of inspiration and encouragement to students under their tutelage.
2. Students should lend their voices to clamoring for change alongside ASUU as a body in making sure government meets the demands and agreements which will

be beneficial to the acquisition of skills of university students. They should also develop curiosity and enthusiasm towards the acquisition of skills made available for them.

3. School managements should constantly reiterate the benefits of acquiring necessary skills such as communication, ICT, accounting, and entrepreneurial skills to students, as well as organizing skill acquisition workshops to equip both lecturers and learners with new ideas and skills. And also set up a reward structure in forms of awards and bonuses to encourage lecturers perform to maximum capacity. It is said that “motivated teachers are likely to motivate students”.
4. Government should avoid any action that would lead ASUU to go on strike, while finding an alternative means of settling their disputes other than industrial strike actions. And also allocating sufficient funds to the education sector, particularly public universities in order to address the key issues that often lead to strikes, such as poor infrastructure, inadequate facilities, and low salaries for lecturers. This will help create a conducive environment for teaching and learning, as well as cut down on the recurring strikes experienced by university students in Nigeria. Government should also improve transparency and accountability in the management of university finances and resources. This will help ensure that allocated funds are efficiently and effectively utilized, thereby reducing the likelihood of disputes related to mismanagement and birthing incessant strike.

By implementing these recommendations, significant steps towards curbing incessant ASUU strikes and minimizing their impacts on university students in Nigeria will be achieved.

Suggestion for Further Studies

This study examined the influence of incessant strike on Business Education students' skill acquisition. The following suggestions for further research were outlined:

1. The influence of incessant strike on Business Education students' academic performance in public universities in Edo State.
2. The impact of incessant strike on skill retrogression of Business Education students in University of Benin.
3. The influence of incessant strike on Business Education students' Teacher training in public universities in Edo State.

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APPENDIX A

Dept of Vocational and Technical Education,
Faculty of Education,
University of Benin, Benin City,
Edo State.
27/10/2023.

Dear Respondent,

LETTER TO RESPONDENTS

My name is Chizobamu Florence Ogbodo from the above-named institution. I'm currently carrying out a research on “Influence of Incessant Strike on Business Education Students Skill Acquisition” (IISBESSA)”. I therefore solicit for your objective responses to the questions in this paper as this would give soundness and validity to this research work. This questionnaire is purely for academic research purpose. Please read the questions carefully and give responses to each of the items as best as you can. Your responses will be treated with strict confidentiality.

Thanks for your anticipated co-operation.

**Yours Faithfully,
Chizobamu Florence Ogbodo
(Research Student)**

APPENDIX B

QUESTIONNAIRE ON INFLUENCE OF INCESSANT STRIKE ON BUSINESS EDUCATION STUDENTS' SKILL ACQUISITION" (IISBESSA)".

SECTION A

Instruction: Please tick [] as appropriate.

Demographic Background:

Gender: Male [] Female []

Level: 100 [] 200 [] 300 [] 400 []

Business Education Option: Accounting [] OTM []

Age: 18-24yrs [] 25-34yrs [] 35 – 44yrs [] 45and above []

SECTION B

Key: SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree

S/N	Influence of ASUU Strike on Business Education Students Skill Acquisition	SA	A	D	SD
1	I have experienced at least one strike during the cause of my program which has greatly impacted my skill acquisition.				
2	Strike caused delay in course completion which led to an extension of my program and acquisition of skills.				
3	My motivation towards acquiring skills has decreased due to ASUU strike.				
4	Strike disrupted the acquisition of skills needed to enable me				

	fit into the world of work.				
5	My zeal towards acquiring skills has dropped drastically after experiencing strike.				
S/N	The influence of incessant strike on the acquisition of communication skill by business education students	SA	A	D	SD
6	I cannot communicate effectively among students from other institutions not affected by ASUU strike.				
7	Business language and formal form of communication is still a struggle to me due to ASUU strike.				
8	Business communication was not taught explicitly due to incessant strike action.				
9	Strike affected my acquisition of communication skill negatively.				
10	The acquisition of communication skill was rushed because strike affected the academic calendar.				
S/N	The influence of incessant strike on the acquisition of ICT skill by business education students	SA	A	D	SD
11	Strike has affected my personal and professional development by disrupting the acquisition of ICT skill.				
12	Due to incessant strike action, Computers and other ICT equipments in Business education has dilapidated.				
13	I cannot operate a computer without supervision due to incessant strike.				
14	I cannot use office software packages such as Microsoft word, excel and power point to a reasonable degree due to ASUU strike.				
15	Strike disrupted my acquisition of ICT skill.				
S/N	The influence of incessant strike on the acquisition of accounting skill by business education students	SA	A	D	SD
16	Business education students are at a disadvantage in acquiring accounting skill due to incessant strike.				
17	I would have done better in acquiring accounting skill if strike had not taken place.				
18	Incessant strike influences the acquisition of accounting skill more in a negative way rather than positive.				
19	I cannot keep an adequate financial record due to ASUU strike.				

20	Strike disrupted my acquisition of accounting skill.				
S/N	The influence of incessant strike on the acquisition of entrepreneurial skill by business education students	SA	A	D	SD
21	Strike impacted my access of training and acquisition of entrepreneurial skill				
22	I do not feel confident enough in making business related decisions either as a soon-to-be employee or a self-employed due to incessant strike.				
23	Due to ASUU strike, i did not acquire the skills needed in running a successful business.				
24	My motivation towards acquiring entrepreneurial skill dropped drastically due to incessant strike				
25	Due to incessant strike, i do not feel ready in saddling the responsibility of owing a business.				
S/N	Coping mechanisms devised during incessant strike action(s)	SA	A	D	SD
26	I engaged in online courses, tutorials, and independent learning on skill acquisition.				
27	I got a job with my 0'level to make ends meet during strike actions.				
28	I acquired a skill outside the scope of the university's course of study.				
29	I almost dropped out due to incessant ASUU strike but continued due to guidance from friends and family.				
30	I remained idle hoping the strike will be called off earlier rather than later.				

APPENDIX C

DATA ANALYSIS FOR THE RELIABILITY OF THE STUDY USING CRONBACH'S ALPHA

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded ^a	0	.0
	Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.794	30

APPENDIX D

DATA OUTPUT OF RESEARCH QUESTIONS

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Q1	113	1	4	2.27	1.071
Q2	113	2	4	3.26	.692
Q3	113	1	4	3.38	.771
Q4	113	1	4	3.07	.863
Q5	113	2	4	3.12	.729
Valid N (listwise)	113				

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Q6	113	1	4	2.96	.939
Q7	113	1	4	3.37	.781
Q8	111	1	4	3.44	.709
Q9	113	1	4	2.74	.971
Q10	113	1	4	3.06	.859
Valid N (listwise)	111				

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Q11	113	1	4	3.33	.807
Q12	113	1	4	3.15	.782
Q13	113	1	4	3.13	.796
Q14	113	1	4	3.32	.837
Q15	113	1	4	3.12	.898
Valid N (listwise)	113				

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Q16	113	1	4	3.12	.863
Q17	113	1	4	2.88	.946
Q18	113	1	4	2.48	1.127
Q19	113	1	4	2.87	.977
Q20	113	1	4	2.81	.969
Valid N (listwise)	113				

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Q21	113	1	4	3.42	.730
Q22	113	1	4	3.38	.736
Q23	113	1	4	3.04	.880
Q24	113	1	4	3.13	.796
Q25	113	1	4	3.32	.837
Valid N (listwise)	113				

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Q26	113	1	4	3.12	.898
Q27	113	1	4	3.12	.863
Q28	113	1	4	2.88	.946
Q29	113	1	4	2.48	1.127
Q30	113	1	4	2.87	.977
Valid N (listwise)	113				

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
VAR00001	5	2.27	3.38	3.0200	.43652
VAR00002	5	.69	1.07	.8252	.15148
Valid N (listwise)	5				

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
VAR00003	5	2.74	3.44	3.1140	.29083
VAR00004	5	.71	.97	.8518	.10871
Valid N (listwise)	5				

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
VAR00005	5	2.74	3.44	3.1140	.29083
VAR00006	5	.71	.97	.8518	.10871
Valid N (listwise)	5				

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
VAR00007	5	3.12	3.33	3.2100	.10559
VAR00008	5	.78	.90	.8240	.04605
Valid N (listwise)	5				

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
VAR00009	5	3.04	3.42	3.2580	.16498
VAR00010	5	.73	.88	.7958	.06460
Valid N (listwise)	5				

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
VAR00011	5	2.48	3.12	2.8940	.26188
VAR00012	5	.86	1.13	.9622	.10198
Valid N (listwise)	5				

APPENDIX E

DATA OUTPUT OF HYPOTHESIS

Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Skill Acquisition	Male	55	3.09	.418	.056
	Female	58	3.11	.445	.058

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Skill Acquisition	.268	.606	-0.215	111	.830	-.018	.081	-.179	.144
			-0.216	110.993	.830	-.018	.081	-.178	.143