



INFORMATION SYSTEM COMPETENCY IN DATA GATHERING AND JOB PERFORMANCE OF BUSINESS EDUCATION GRADUATES IN RIVERS STATE CIVIL SERVICE

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Abstract: The study investigated Information System Competency in data gathering and Job Performance of Business Education Graduates in Rivers State Civil Service. 3 objectives, 3 research questions, and 3 null hypotheses guided the study. The study adopted a descriptive survey design. The population of the study was 2,290 business education graduates working as civil service staff in Rivers State which was drawn from Ignatius Ajuru University of Education, Port Harcourt, Rivers State University, Rivers State Universal Basic Education, Rivers State Senior Secondary Schools Board and Rivers State Civil Service Commission (main stream), while the sample size consisted of 340 respondents. Data collection was through a researcher designed instrument titled Information System Competency and Job Performance of Business Education Graduates in Rivers State, Civil Service Questionnaire (ISCJPQ). To analyze the data, frequency, percentage and mean were used to answer the research questions, while Pearson Product Moment Correlation were used to test the null hypotheses at the 0.05 level of significance, with the aid of SPSS version 21. The result of the study among others revealed that there is a strong and significance relationship between data gathering and effective communication among business education graduates in Rivers State. Data gathering affects supervision of staff in terms of collecting relevant data for supervision purpose, data gathering affects task accomplishment by collecting relevant data to do jobs, data gathering affects effective communication by making important data available, and data gathering affect supervision in terms using important data to determine what should be done. There is a significant effect of data gathering on task accomplishment, supervision, and communication on Information System Competency and Job Performance among Business Education Graduates. The study concluded that it is high time tertiary institutions in Rivers State liaise with government to finance in-service training and retraining of lecturers/civil service staff in the area of technical-know-how of information communication technology (ICT) that will enhance graduates in Rivers State civil service to show competency in their job performance. Based on the findings, the study recommended among others, that business education graduates need to update their learning facilities endeavor to adhere to information system principles.

Keywords: Information System Competency, Data Gathering, Job Performance, Business Education Graduates and Rivers State Civil Service.

Background to the Study

In this day and age of information technology, the capabilities and competencies of information systems cannot be overstated in the world of business education. In response to changes in secular society, different work places have received a share of the influence of information technology. Previously, managing information in various offices and departments only involved the filing cabinet for document storage, the manual or electric typewriter for document production, and the mailing or postal system for document distribution or sharing. Gunning and Worley (2019) affirmed that new

knowledge, skills, and behaviours are required from employees owing to changes in the management of information within and outside organizations. In other words, the suitability of graduates, business education graduates inclusive, not only depends on paper qualifications but on meeting specific job requirements of the time.

Indeed, many things have changed for employers and employees. The information system has been created to make a lot of office and organisational management tasks easy. These improvements and innovations necessitate the development of skills and attitudes that will determine the level of productivity or performance of business education graduates when they enter the workforce. According to Jim, Nwokike and Ezeabii (2017), business education is a discipline that prepares individuals economically, politically, socially, and technologically to transform human resources and enhance economic empowerment. One aspect of technological development is the information and communication technologies (ICTs), which are wholly driven by the information system. This requires the use of computers and their accessories in various ways. In the field of business education, the uses of ICTs have been categorised into ICTs for education and ICTs in education (Daniels, 2002). As suggested by several authors, business education embraces information and communication technology skills. Modern information systems utilise information technology to undertake the activities of data gathering, processing, storage, retrieval, and dissemination (Kanini, 2008). Data needed for certain purposes (education) is collected from different sources through appropriate input devices. Data gathering is the stage whereby unit items of data are collected and organised to be transformed through computing, updating, and re-organizing the data. While data storage involves the safe keeping of raw or processed data for future use, However, for various decision-making purposes, data can be shared through a process of data distribution. Getting back information is called data retrieval. These are the information systems and technology or ICT competencies and mastery needed for effective job performance by business education graduates (Jim et al., 2017).

Nwosu (2003) identified how ICT competencies can help business education graduates in different work organisations in various areas, namely; marketing and distribution, secretarial and accounting education. Here, competency means being able to perform a task or work role to a defined standard. In terms of information system competency, it is about how and what the computer/information technology or ICT does by ensuring real-time information management, increased efficiency, reduced cost, and increased employment performance. The use of information systems/technology for business education requires that an aspect of it be developed specifically for teaching and learning purposes. Such equipment/technology as interactive boards, over-head project zoom, You-Tube etc., have been developed for physical and virtual classrooms. Conversely, information systems/technology in education implies the adoption of general components of ICT in the teaching and learning process. These technologies, if developed for education and not used in the instructional process, will not enhance performance.

For an employee to perform up to expectations at work, he or she must possess some job-specific skills, which could be soft or hard skills (technical knowledge (Ayedun, Ojelade, Durodola, and Oni (2007)). Job performance is simply the accomplishment of a given task measured against the standards of accuracy, completeness, cost, and speed. Nabi in Adamu (2014) observed that a good business education curriculum should provide graduates with skills in effective communication, supervision, coordinating, planning and strategically, clear vision, information and communication technology, creativity and self-confidence, and good self-management. Since ICTs have the capability of assisting job skill acquisition, including oral communication, an employee with adequate ICT skills may be assumed to have a high ability to perform his/her task well.

Therefore, it is the focus of this study to investigate information system competencies in data gathering and job performance of business education graduates in Rivers State.

Statement of the Problem

In one way or the other, every graduate in Nigeria has experienced a form of business education, especially as Business Studies in Junior Secondary School as a pre-vocational subject. At the

secondary level, the subject content includes information and communication technology (ICT). The tertiary level of education has business education as a department with an option in response to changes in the globalised workplace. Ezenwa and Onokpaunu (2017) It has been observed that currently, globalised workplace skills consist of both technology and soft skills. Central to this technology skill is information technology, which uses the assets of a computer and its accessories, but it is sad to observe that in the curriculum of some universities, ICT courses are lacking. This is based on the fact that someone cannot offer what he or she does not have. Consequently, poor job performance of business education graduates has become the bane of business education departments in our universities and colleges of education as well as pre-vocational and vocational departments in our secondary schools. The researcher was worried if business education graduates do not understand that information systems are designed to enhance their job performance. This question explains the reason for the study to investigate how job performance of business education graduates is being enhanced using information system competencies.

Aim and Objectives of the study

The main aim of the study was to investigate the information system competency in data gathering and job performance of business education graduates in Rivers State Civil Service. Specifically, the Study achieved the following objectives;

1. To ascertain how data gathering affects effective communication among business education graduates in Rivers State Civil Service.
2. To ascertain how data gathering affects task accomplishment among business education graduates in Rivers State Civil Service.
3. To ascertain how data gathering affects supervision of staff among business education graduates in Rivers State Civil Service.

Research Questions

The following research questions guided the study.

1. How does data gathering affect communication among business education graduates in Rivers State Civil Service?
2. How does data gathering affect task accomplishment among business education graduates in Rivers State Civil Service?
3. How does data gathering affect supervision of staff among business education graduates in Rivers State Civil Service?

Hypotheses

The following hypotheses were formulated for the study and were tested at 0.05 level of significance.

Ho₁: There is no significant effect of data gathering on effective communication among business education graduates.

Ho₂: There is no significant effect of data gathering on task accomplishment among business, education graduates.

Ho₃: There is no significant effect of data gathering on supervision of staff among business education graduates.

Research Design

Nworgu (1991) stated that a research design provides the procedures for the conduct of any given investigation. The study adopted a survey research design. This research design involves the use of a sample from the entire population where the information collected from the same is used to make inference about the entire population. As a survey study it used questionnaire for data collection. Therefore, in this study the descriptive survey design was adopted because of the large size of the area

of study. According to Wali (2002), a descriptive survey design is concerned with the description and interpretation of the current status of event or facts about a given population. It aimed at describing and interpreting the job performance of business education graduates using the information system competencies at their various places of work particularly secondary and tertiary institutions in Rivers State at the time of the study. Samples were collected from the large population of business education graduates, in Rivers State civil service on whom questionnaires were administered.

Population for the Study

The population of the study comprises of 2,290 lecturers in the business education department in the tertiary institutions in Rivers State Civil Service, business education graduates in the Senior and Junior Secondary School in Rivers State, and Rivers State civil service commission working at the main streams of the government as follows; 35 lecturers in the department of business education, Rivers State University. 45 lecturers from business education department in Ignatius Ajuru University of Education. 295 teachers from Rivers State Universal Basic Education. 240 Senior Secondary School teachers teaching in the vocational department across all the senior secondary school in Rivers State and 1,675 business education graduates working at the main streams of the government.

The study examined the current state of business education graduates in Rivers State civil service which include lecturers in the tertiary institution, teachers in the secondary schools and workers in the civil service commission in the main stream.

Sample and Sampling Techniques

The sample size of 340 was adopted for the study. This study adopted Taro Yamen formula tables to determine the sample size: as such for the population of 2,290 Business Education Graduates, in Rivers State Civil Service, the sample size formula stipulated that 340 were used. The study adopted two sampling technique to determine the samples for the study multi-stage sampling technique allows for two or more sampling technique to be used in a research and as such the study employed both purposive and stratified random sampling technique in collecting the respondents.

Methods of Data Collection/Instrumentation

The instrument for data collection for the study was the researcher made structured titled: Information System Competency and Job Performance (QISCJP) for business education graduates in Rivers State Civil Service. It is a researcher designed questionnaire to obtain data in the research variables. The instrument was divided into two sections, A and B. Section A is designed to collect the demographic data/characteristics while section B deals with the study research variables. The instrument is a 4-point Likert Scale and it contains 21 items. The instrument was administered by hand with the help of research assistants. The research assistants were tutored by the researcher on the procedures of administering the instrument to the respondents. The respondents respond to each item in the instrument by ticking appropriately on the point scale provided. Some of the instrument were completed and retrieved on the spot while others were retrieved after two weeks

Validity of Instrument

The content and face validity method was adopted to ensure the validity of the questionnaire by three experts from Department of Business Education Ignatius Ajuru University each of the experts was given a copy of the questionnaire to check the adequacy and correctness of the questionnaire items. The instrument was scrutinized alongside with objectives of the study, suggestions, criticisms from the experts helped the researcher in modifying the instrument.

Reliability is the degree of consistency between two or more measures of the same thing (instrument). For the purpose of assessing or determining the reliability of the instrument of the study, the test-retest method was used. By this method twenty-five copies of the instrument were administered on a sample (business education graduate) outside the sampled area; and were advised to complete them for analysis and recording. After two weeks, the same but fresh instruments were administered on the same (respondents); and were expected to complete them for the second analysis and recording. The

scores of the two set of test were correlated to determine its reliability using the Pearson Product Moment Correlation. The reliability co-efficient was 0.81, indicates that the instrument was result or correlation coefficient reliable to be used for the collection of data.

Administration of the Research Instrument

The instrument was administered by hand and face-to-face method whereby the researcher or research assistants reached out to the sampled civil servants. Two research assistants were used in administering and retrieving the instruments where the researcher may not be able to reach. However, the researcher thoroughly educated the research assistants on how to administer and retrieve copies of the questionnaire form the respondents. Some of the instrument were completed and retrieved on the spot, while others were not completed, but were retrieved after an interval of two weeks.

Method of Data Analysis

Data collected from the respondents were analyzed to answer the research questions and to test the hypotheses. Frequency, percentage, mean and standard deviation were employed to answer the research questions. On the other hand, the t-test statistics were used to test the null hypotheses at 0.5 level of significance. The statistical package for social sciences (SPSS) version 21 was used to analyse the collected data.

Analysis and Results

Analysis of Information System Competency in Data Gathering and Job Performance of Business Education Graduate in Rivers State Civil Service.

Table 1: Frequencies on Item of Data Gathering

S/N	ITEMS		SA	A	D	SD	TOTAL	MEAN	REMARK
			4	3	2	1			
1.	Data are carefully observed before collection and adoption for performing task	f	140	100	70	30	340	3.02	Agree
		%	41.1	30.4	20.5	8.00	100.00		
		fx	560	300	140	30	1050		
2.	Documents and records are essential sources of information for discharging duties	f	200	80	40	20	340	3.35	Agree
		%	59.8	23.5	11.9	5.80	100.00		
		fx	800	240	80	20	1140		
3.	Questionnaires / survey are usually issued to those concerned in order to gather information about certain jobs	f	180	60	70	30	340	3.14	Agree
		%	52.9	17.6	25.8	3.70	100.0		
		fx	720	180	140	30	1070		

Source: Researcher’s Field Survey, 2021

Table 1 show that the respondents agreed on each of the items of Data Gathering (mean scores greater than 3.0 mean criterions or approximately). The grand mean is equally greater than 3.0 grand mean criterions. This revealed that the overall agreement of the respondents agreed that items of data gathering have a positive connection with Information System Competency.

In the item (1) “Data are carefully observed before collection and adoption for performing task ,” 140 respondents represented 41.1% who strongly agreed that Data are carefully observed before collection and adoption for performing task., 100 (30.4%) respondents agreed that data are carefully observed before collection and adoption for performing task, 70 (20.5%) of the respondents where indecisive about whether data are carefully observed before collection and adoption for performing task or not whereas 30 (8.00%) of the respondents disagreed that Data are carefully observed before collection and adoption for performing task. Functions with mean = 3.40 making it apparent that the respondents had positive affirmation about the items used to measure the constructs.

In the statement item (2) “Documents and records are essential sources of information for discharging duties,” 200 respondents represented 59.8% who strongly agreed that documents and records are essential sources of information for discharging duties. 80(23.5 %) respondents agreed that documents and records are essential sources of information for discharging duties, 40 (11.9%) of the respondents where indecisive about documents and records are essential sources of information for discharging duties or not while 20 (5.80%) of the respondents disagreed that documents and records are essential sources of information for discharging duties and functions with mean = 3.27 making it apparent that the respondents had positive affirmation about the items used to measure the constructs.

In the statement item (3) “Questionnaires / survey are usually issued to those concerned in order to gather information about certain jobs,” 180 respondents represented 52.9% who strongly agreed that questionnaires / survey are usually issued to those concerned in order to gather information about certain jobs. 60 (17.6%) respondents agreed that questionnaires / survey are usually issued to those concerned in order to gather information about certain jobs, 70 (25.8%) of the respondents where indecisive about whether Questionnaires / survey are usually issued to those concerned in order to gather information about certain jobs or not while 30 (3.70%) of the respondents disagreed that Questionnaires / survey are usually issued to those concerned in order to gather information about certain jobs with functions with mean = 3.27 making it apparent that the respondents had positive affirmation about the items used to measure the constructs.

In summary, there were more graduate students’ in university of education that agreed and considered data gathering as part of the instruments used to measure the adaption of information system competency and job performance of business education graduate in rivers state; this is evidenced in grand mean (that is 4.12) which is > 3.0 threshold.

Table 2: Frequencies on Item of Communication

S/N	ITEMS		SA	A	D	SD	TOTAL	MEAN	REMARK
			4	3	2	1			
1.	There is freedom for employment to share ideas about their job orally/make complain or request in the office.	f	194	96	45	5	340	3.40	Agree
		%	57.0	28.2	13.2	1.60	100.00		
		fx	776	288	90	5	1159		
2.	Interpersonal and interdepartmental/ units communications are mainly by writing.	f	188	102	37	13	340	3.36	Agree
		%	55.2	30.0	10.9	3.90	100.00		
		fx	752	306	74	13	1145		
3.	Taking turns in communication is a practice in your office.	f	180	80	60	20	340	3.23	Agree
		%	52.2	23.5	18.4	5.20	100.0		
		fx	720	240	120	20	1100		

Source: Researcher’s Field Survey, 2021

Table 2 showed that the respondents agreed on each of the items of communication (mean scores greater than 3.0 mean criterion or approximately). The grand mean is equally greater than 3.0 grand mean criterions. This revealed that the overall agreement of the respondents agreed that items of communication have a positive connection with Information System Competency.

In the item (1) “there is freedom for employment to share ideas about their job orally/make complain or request in the office.”194 respondents represented 57.0% who strongly agreed that There is freedom for employment to share ideas about their job orally/make complain or request in the office., 96 (28.2%) respondents agreed that There is freedom for employment to share ideas about their job orally/make complain or request in the office, 45 (13.2%) of the respondents where indecisive about whether there is freedom for employment to share ideas about their job orally/make complain or request in the office or not whereas 5 (1.60%) of the respondents disagreed that there is freedom for

employment to share ideas about their job orally/make complain or request in the office. With the functions of mean = 3.40 making it apparent that the respondents had positive affirmation about the items used to measure the constructs.

In the statement item (2) “Interpersonal and interdepartmental/units communications are mainly by writing,” 188 respondents represented 55.2% who strongly agreed that Interpersonal and interdepartmental or units communications are mainly by writing. 102(30.0%) respondents agreed that Interpersonal and interdepartmental or units communications are mainly by writing., 37 (10.9%) of the respondents where indecisive about whether Interpersonal and interdepartmental or units communications are mainly by writing, or not while 13 (3.90%) of the respondents disagreed that Interpersonal and interdepartmental with units communications are mainly by writing with functions with mean = 3.36 making it apparent that the respondents had positive affirmation about the items used to measure the constructs.

In the statement item (3) “Taking turns in communication is a practice in your office,” 180 respondents represented 52.9% who strongly agreed that Taking turns in communication is a practice in your office 80(23.5%) respondents agreed that Taking turns in communication is a practice in your office, 60 (18.4%) of the respondents where indecisive about Taking turns in communication is a practice in your office or not while 20 (5.20%) of the respondents disagreed that Taking turns in communication is a practice in your office functions with mean = 3.23 making it apparent that the respondents had positive affirmation about the items used to measure the constructs.

In summary, there were more graduate students’ in university of education that agreed and considered communication as a part of the instruments used to measure the adaption of information system competency and job performance of business education graduate in rivers state; this is evidenced in grand mean (i.e. 4.12) which is > 3.0.

Data Analysis

Ho1: There is no significant effect of data gathering on effective communication among business education graduates in Rivers State Civil Service.

Correlations

		data gathering	effective communication
Data gathering	Pearson Correlation	1	.811**
	Sig. (2-tailed)		.000
	N	340	340
effective communication	Pearson Correlation	.811**	1
	Sig. (2-tailed)	.000	
	N	340	340

** . Correlation is significant at the 0.05 level (2-tailed).

Source: Field Survey Data, 2021, SPSS Output

Decision: From the SPSS table above, the probability value is 0.000 (PV < 0.05) while the correlation value is 0.811 which implies strong significant effect of data gathering on effective communication among business education graduates in Rivers State Civil Service. Hence, we reject the null hypothesis and accept the alternative hypothesis which states that there is a significant effect of data gathering on effective communication among business education graduates in Rivers State Civil Service.

Ho2: There is no significant effect of data gathering on task accomplishment among business, education graduates in Rivers State Civil Service.

Correlations

		Data gathering	Task accomplishment
Data gathering	Pearson Correlation	1	.815**
	Sig. (2-tailed)		.000
	N	340	340
Task accomplishment	Pearson Correlation	.815**	1
	Sig. (2-tailed)	.000	
	N	340	340

** . Correlation is significant at the 0.05 level (2-tailed).

Source: Field Survey Data, 2021, SPSS Output

Decision: From the SPSS table above, the probability value is 0.000 ($PV < 0.05$) while the correlation value is 0.815 which implies strong significant effect of data gathering on task accomplishment among business, education graduates in Rivers State Civil Service. Hence, we reject the null hypothesis and accept the alternative hypothesis which states that there is a significant effect of data gathering on task accomplishment among business, education graduates in Rivers State Civil Service.

Ho₃: There is no significant effect of data gathering on supervision of staff among business education graduates in Rivers State Civil Service.

Correlations

		Data gathering	Supervision
Data gathering	Pearson Correlation	1	.843**
	Sig. (2-tailed)		.000
	N	340	340
Supervision	Pearson Correlation	.843**	1
	Sig. (2-tailed)	.000	
	N	340	340

** . Correlation is significant at the 0.05 level (2-tailed).

Source: Field Survey Data, 2021, SPSS Output

Decision: From the SPSS table above, the probability value is 0.000 ($PV < 0.05$) while the correlation value is 0.843 which implies strong significant effect of data gathering on supervision of staff among business education graduates in Rivers State Civil Service. Moreover, we reject the null hypothesis and accept the alternative hypothesis which states that there is a significant effect of data gathering on supervision of staff among business education graduates in Rivers State Civil Service.

Discussion of quantitative findings

Based on the results generated via all the hypotheses, it showed that there exist significant and positive correlations between the variables under study. This implied that Data Gathering correlates positively with Communication, task accomplishment and supervision even though not on the same degree; they are all positive in nature.

Further, the result from the first hypothesis revealed that data gathering has a positive linear notable correlation with sales volume based on the P-value less than 0.05 ($P\text{-value} = 0.000 < 0.05$) and r value of =0.811, which implies that data gathering on effective communication are moving on the same positive direction. Thus, items of Data Gathering items are carefully observed before collection and adoption for performing task, Documents and records are essential sources of information for discharging duties, Questionnaires / surveys are usually issued to those concerned in order to gather information about certain jobs. Thus, respondents positively affirm that data gathering items and as a dimension on the predictor axis correlated with sales volume and could be positively associated with information system competency and job performance of business education graduate in rivers state civil service.

In addition, the result from the second hypothesis revealed that Data gathering has a positive linear notable correlation with data task accomplishment based on the P-value less than 0.05 (P-value = $0.000 < 0.05$) and r value of $=0.815$, which implies that data gathering and cost data task accomplishment are moving on the same positive direction. Also, the result from the third hypothesis revealed that there is effect of data gathering has a positive linear notable correlation with supervision of staffs based on the P-value less than 0.05 (P-value = $0.000 < 0.05$) and r value of $=0.843$, which implies that data gathering and supervision of staffs are moving on the same positive direction. Thus, Data Gathering items i.e. Data are carefully observed before collection and adoption for performing task, Documents and records are essential sources of information for discharging duties; Questionnaires / survey are usually issued to those concerned in order to gather information about certain jobs. Thus, respondents positively affirm that data gathering items and as a dimension on the predictor axis correlated with sales volume and could be positively associated with information system competency and job performance of business education graduate in rivers state

Furthermore, the positive correlation of information system competency and job performance of business education graduate in rivers state including the moderating effect on their relationship could be said to be attuned with findings of Ibelegbu, (2013).

Conclusion

The study investigated the relationship between information system competency and job performance of business education graduates in Rivers State Civil Service. The analysis of the data gave results that provided findings for the study. The study revealed that data gathering affect effective communication among business education graduates in Rivers State Civil Service mainly in documentation and recording, data gathering affects supervision of staff in terms of collecting relevant data for supervision purpose, data processing affects task accomplishment by collecting relevant data to do jobs, data storage affect effective communication by making important data available, data storage affects supervision in terms of using important data to determine what should be done, data sharing/distribution affects task accomplishment by using Bluetooth connectivity, data sharing/distribution affects supervision in terms of using Bluetooth connectivity and job performance. There is a significant effect of data processing and supervision of data storage in task accomplishment, data sharing/distribution on effective communication, data sharing/distribution on supervision and of information competency and job performance among business education graduates. These finding are evident of the fact that they have strong relationship or there is a strong relationship between information system competency and job performance of business education graduates.

Recommendations

Based on the findings of the study, the researcher highlighted some recommendations as follows:

- 1) Business education graduates in Rivers State civil service should endeavor to adhere to information system principles if they wish to record high competencies.
- 2) Job performance could be increase by enhancing the engagement of information system in their work activities.
- 3) Business education graduates in Rivers State should invest more on information system as these have been proven to have more positive correlation with job performance.
- 4) Lecturers/teachers should be provided with scholarship on Information Communication Technology (ICT) training to ensure that information's are available for working activities in order to record high competency on their job performance in different organization/parastatals.

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