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Institutional Variables and Business Education Students' Acquisition of Entrepreneurial Skills in Public Universities in Cross River State, Nigeria

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Abstract

The purpose of this study was to determine the Influence of Institutional Variables on Business Education Students' Acquisition of Entrepreneurial Skills in Public Universities in Cross River State, Nigeria. To achieve the purpose of this study two hypotheses were formulated to guide the study. Literature reviewed was carried out according to the variables of the study. Survey research design was adopted for the study, the design was considered most appropriate for the study because it allows the researcher to make inference and generalization of the population. The population consist a total number of 658 business education undergraduates students of the two Public Universities in Cross River State. A Stratified simple random, purposive and accidental sampling technique was used to select 494 respondents for this study. A total of four hundred and ninety (490) questionnaire was retrieved from the respondents' selected and used for the study. "A structured questionnaire titled: Institutional Variables and Business Education Students' Acquisition of Entrepreneurial Skills Questionnaire (IVBESAESQ)" was the instrument used for data collection. The reliability estimate of the instruments was established through Cronbach Alpha reliability method. The reliability coefficient ranges from 0.84 to 0.98 which was high enough to give the researcher the opportunity make inference and generalization on the sample. One-Way Analysis of Variance (ANOVA) and Independent t-test were the statistical techniques used to test the hypotheses. Each hypothesis was tested at .05 level of significance. The result of the analysis revealed that, school ratio and school type significantly influence business education students' acquisition of entrepreneurial skills. Based on this findings, it

was recommended that among others that, Governments should establish entrepreneurship programs in schools and private sector partnerships should enhance resource availability.

Key Word: Institutional Variables, school ratio, school type, Acquisition of Entrepreneurial Skill

Introduction

Acquisition of entrepreneurial skills among public university students is a major challenge towards achieving predetermined goals of university education. Presently, university graduates in Nigeria and Cross River State in particular are being confronted with the demands of how to live meaningful lives in the society. The number of graduates is on the increase as these graduates including business education graduate are being-turned out yearly into the society without gainful employment with their future at a suspense due to high rate of job seekers. This has constituted a major national problem particularly for those who may not further their education at a higher degree in the future.

Student - teacher ratio refers to the total enrolment of students into the school per school year that will allow for effective teaching and learning without wastage. If more students are enrolled they may exert more pressure on the school facilities such that it cannot accommodate all students. Bello, Aderanti, Adewole, Adeoye and Bankole (2019) submit that there is a clear relationship between class size and students-teacher ratio and achievement and also that students learn more in a small class. This implies that effective teaching and learning cannot take place in an overcrowded classroom. Overcrowding of classroom negatively affects acquisition of entrepreneurial skills among business education students because it is one of the major factors responsible for poor performance of students in public schools in Cross River State. Also, a highly populated classroom such as a class over which a teacher has little or no control can be an obstacle to attaining realistic instructional objectives. Besides, a student may have a full potential of getting high grades but may simply see himself in an overcrowded classroom with poor ventilation, leading to low entrepreneurship skill acquisition in the study area.

Also, school type refers to various categories or classifications of educational institutions providing specific levels of education or learning (Federal or State owned institutions) the students are currently attending. The society has categorized certain professions/occupations as masculine and feminine and so impose restriction of certain skills to either the female or male gender. For instance, it was thought of electrical installation and repairs as men's trade but experience has shown that ladies are doing very well even in automobile repairs

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(electronic and print) and other activities thought to be gender bias, including Information and Communication Technology.

Entrepreneurship education was introduced in Nigeria universities in order to train students to become self-reliant by developing the willingness to undertake business risks, organize and manage business ventures in a competitive global market place that is constantly evolving. Therefore, institutions have dynamic roles to play in equipping learners with the needed skills to thrive and function effectively in the 21st century. But a critical observation at Cross River State public universities revealed students' poor acquisition of entrepreneurial skills. Some of the students lack effective communication skills. While others do not have creativity and risk propensity skills. Some of them cannot keep accurate business records. No team work skill, and methods used in selling or promoting commercial products.

Business Education Students' lack of entrepreneurial skills has degenerated to over-dependence on parents and guardians for economic support and survival. The situation is worrisome especially in the study area because many university graduates are not enrolled or engaged in any form of business or businesses after graduation. As a result, many of these graduate are now drug addicts, abductors and assassins, while others are highly engaged in cultism and other form of vices. Many youths in the State are school drop-outs and without any form of trade for livelihood for sustenance. Hence, as a means of earning a living, some of them end up becoming street boys, pick-pocketers, commercial sex workers, criminals, and individuals living from hand to mouth. The problem has generated a lot of concern among Journalists, religious leaders, parents, teachers, government and other interested stakeholders. This calls for urgent attention because some scholars have documented also that there seems to be a mismatch between universities education goals (that are clearly stated) and the observed output produced from public universities in Cross River State.

Despite the bold step taken by the government by including entrepreneurship education into the school curriculum and the huge financial resources invested in procuring tools and equipment for vocational/technical workshops, there is still high rate of unemployment among school leavers, colleges and universities graduates. Therefore, the progressive decline in universities graduates in establishing themselves entrepreneurs has been attributed to inadequate employable skills imparted to them. The key research question addressed in this study is how and to what extent do institutional variables influence business education students' acquisition of entrepreneurial skills in public universities in Cross River State?

Literature review

School ratio and business education students' acquisition of entrepreneurial skills

In this context, school ratio refers to the various ratios or proportions related to schools, it is the student - to - teacher ratio, which is the number of students enrolled in a school divided by the number of full-time equivalent teachers. Education policy requires admission of students at the beginning of each academic session of the school calendar. The number of students to admits depends on the demand of the society for that particular level of education and its affordability for that session. The number of students enrolled in relation to the number of teachers in the school is referred to as school ratio. In terms of numerical strength, the National Policy on Education (FGN, 2013) specified 20 pupils in pre-primary, 30 pupils in primary and maximum of 40 students in secondary schools. The directive appears unrealistic in some schools as a result of high population. This is because as school population increases, class sizes also increase and as a result the performance of students in terms of skill acquisition becomes an issue (Mbanefo & Eboka, 2019). However, class size has become a phenomenon often mentioned in the educational literature as an influence on student's feelings and achievement, on administration, educational quality and school budgets. Class size is almost an administrative decision over which teachers have little or no control. Most researchers start from the assumption that the size of the class would prove a significant determinant of the degree of success of students. In fact, with the exception of a few, many studies have reported that under ideal situation, class sizes itself appears to be an important factor.

However, Mbanefo and Eboka (2019) examined the impact of school ratio on acquisition of innovative and entrepreneurial skills in basic science education for job creation in Nigeria. The study was carried out in Nigeria and was guided by three research questions (RQs). A descriptive survey research design was adopted. The population of the study was made up of 441 principals and 4340 basic science teachers. The instrument used for data collection was a 22-item questionnaire. Mean and standard deviation statistics were used to address the three RQs. The findings revealed that a lot of skills were needed in science education for job creation; the teachers were required to use practically oriented methods in teaching the students, and a lot of factors including large classes, posed challenges to the acquisition of entrepreneurial skills in basic science education.

In another study carried out by Esvir (2019) on the effects of class size on acquisition of entrepreneurial skills and competences: Curriculum development and evaluation for higher education. The participants of the research were 513 fourth-year students in "Economy" and "Management" specialties from 5 universities of Kazan, Cheboksary, Ioshkar-Ola and Elabuga in Tatarstan, Russia. The reasons for this choice include the following: high level

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of readiness for labor market; interest to practical tasks; attendance/desire to attend special courses. Through the preliminary questioning, the focus-groups were divided into two main categories: the students that already have practical experience and those ones that do not have the experience of professional activity. The participants were asked to fill in the questionnaires. The survey was carried out in a written form. The main purpose of the questionnaire was to compare the formation level of the qualities that were needed for entrepreneurial thinking among the students with/without practical experience.

The working students are critical in relation to educational program and environment of their university as a formative factor of entrepreneurial thinking. More than 50% of the participants who work in their specialty believe that the new subjects need to be introduced into curriculum, 32% out of them combine learning with work and additional courses (training, seminars, etc.) Only 23% of the non-working students make similar decision, 54% view their knowledge and skills as sufficient, whereas 23% of the working students view their entrepreneurial thinking level as insufficient for a successful start. In the participants' opinion, education programs that are used in universities where the research was carried out do not meet the students' needs in the formation of entrepreneurial thinking. This point is the necessity to create and introduce a course that would serve as a coaching for the future entrepreneurs. The results of the research can be used by universities that train the specialists in "Economy" and "Management" specialties in order to develop the programs of the students' entrepreneurial thinking formation.

In a study carried by, Solomon (2020) investigated the effects of student-teacher ratio on academic achievement of selected secondary school students in Port Harcourt metropolis, Nigeria. In carrying out the research, a descriptive survey research design was employed. Simple Random Sampling Method was used to select 3 Senior Secondary Schools in Port Harcourt Local Government Area of Rivers State where 120 students were randomly selected (40 students per school). Three research questions and hypotheses were formulated to guide the study. A researcher- designed questionnaire and Achievement Test in Mathematics were the major instruments used in collecting the data which were analysed using Pearson Product Moment Correlation coefficient statistical tool at 0.05 level of significance. Results showed that there is a significant relationship between student's perception of students-teacher ratio and academic achievement in Mathematics. The findings also suggest that teacher's years of experience and qualifications had a significant positive relationship with academic achievement of students in Mathematics. Based on these findings, recommendations were made for government and stakeholders in education on how to tackle this ugly situation.

Also, Ekpe (2017) investigated the relationship between school ratio, self-motivation, social influence and entrepreneurial skill acquisition for self-employment practice among Malaysian University graduates. The study adopted a survey method and a proportionate stratified random sampling method to collect data from 600 entrepreneurship graduates. Data were analyzed using descriptive statistics and correlation method. One of the findings indicated that self-motivation had higher influence on self-employment than social influence; though both had significant positive relationships. It was also found that most Malaysian youth graduates had low risk-taking propensity. The study recommended that parents, government, universities and youth organizations should place more emphasis on ability to create value to the society, as learning outcome, rather than on grades (As).

In a related study carried out by Oboreh and Nnebe (2019) on the influence of school ratio on entrepreneurship education and skill acquisition of graduates in public Universities South-East, Nigeria. The study reviewed relevant conceptual, theoretical and empirical literature. This research work was anchored on Cognitive theory. Descriptive research design was adopted in this study. The researcher made use of primary sources of data. The population of study was 7951. The sample of the study is 795 respondents drawn from the eight universities which is 10% of the students. The instrument used was structured questionnaire. The data used in this study were generated using 5 point Likert scale questionnaire. The researcher used face and content validity and the reliability of the instrument used was test-retest method and Cronbach alpha. The data generated through questionnaires were analyzed using Multiple Regression analysis. The study found out that school ratio and technical innovation has a significant positive influence on skills acquisition of graduates in Nigeria public Universities. Creativity has a significant positive effect on skills acquisition of graduates in public Universities. Risk taking has a positive influence on skills acquisition of graduates in public Universities. Opportunity recognition has a significant positive effect on skill acquisition of graduates‟ in public universities South-East, Nigeria.

The study concludes that entrepreneurship education had a significant positive influence on skill acquisition of graduates in public universities South-East, Nigeria. The study therefore recommended among others that technical innovation should be emphasize as technology is imperative. This requires a holistic small class size and linking of technology to industry through an overhaul of curricula and investment prioritization. The university curriculum should seek to produce graduates that are critical and creative thinkers, with real skills, those who are ready to challenge the status quo, ready to make mistakes and learn from them.

Further more, Adeyemo (2019) researched on school ratio and acquisition of entrepreneurial skills: A pedagogical re-orientation for classroom teacher in Science Education. Descriptive

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survey research design was adopted for the study. Findings revealed that the understanding and acquisition of entrepreneurial skills was a function of lower class size most especially in teacher education as a minimum requirement for a competent teacher. It was also found that low class ratio is the essential index for acquiring entrepreneurial skills in globalized teaching enterprise by teachers and students alike.

Similarly, Nizam and Bekir (2018) explored school ratio and entrepreneurship education in Nigerian universities. The goal of this study was to identify if there is a significant correlation between number of students per teacher and students' achievement entrepreneurship education. In the study, the data for the number of students per teacher was obtained by dividing the total number of students in high schools by the total number of teachers in high schools in every city of Turkey. The data for students' achievement was based on each city's achievement ranking on Turkey's Transition to Higher Education Exam. Spearman Rho's analysis was conducted to see if there is a correlation between these variables. The result of the analysis showed a significant correlation of -.561. This moderate negative correlation between the student teacher ratio and achievement revealed that the cities with greater number of students per teacher tend to have a low achievement on transition to higher education. The challenges of entrepreneurship education which included high school ratio, inadequate trainers or little knowledge of entrepreneurship by the universities' lecturers, inadequate fund for the programme by the universities administrators as well as challenges in the area of curriculum development and implementation were also pointed out. The results suggested that more teachers should be hired in order to decrease the number of students per teacher so that students' achievement could be enhanced.

Further more, Undiyaundeye and Otu (2015) examined the influence of school ratio and entrepreneurship skill acquisition. Descriptive survey research design was adopted for the study. Findings indicated that schools with lower classes were able to equip the students with basic skills and created the mindset to undertake the risk of venturing into applying the knowledge and skills gotten from school. It was also found that other issues like the provision of individuals with enough training to enable creativity and innovation relevant to skill acquisition to encourage self-employment and self-reliant were found. Findings also indicate that school with fewer students provided industrial training exercise; workshop and seminar, excursion as a vehicle in the youth empowerment and eradication of poverty and extreme hardship. Challenges like inadequate funding, lack of training personnel and men availability of equipment were identified as issues facing entrepreneurship education. Recommendations like entrepreneurial base curriculum at all levels of education, provision of enabling environment for entrepreneurial development required for economic advancement and youth

empowerment should be the key focus in Nigeria for youths and graduates from various tertiary schools as applicable.

Also, Chikezie (2019) investigated the influence of school ratio on entrepreneurial skill acquisition in Benin City Metropolis, Nigeria. The specific objective was to examine the extent of relationship between entrepreneurial skills acquisition and job creation. The study was anchored on McClelland's theory of need for achievement and goal setting which forms the basis of activity for most entrepreneurs. Both primary and secondary sources of data were used to obtain data for the study. Pearson's Product Moment Correlation was employed to test the formulated hypothesis while Statistical Package for Social Sciences (SPSS) version 21 was adopted in the analysis of data. Findings revealed that acquisition of entrepreneurial skills is an indispensable means of making jobs available in Benin City, Nigeria. Entrepreneurial skill acquisition should therefore be encouraged to enhance development of initiatives by the youths, and put into productive use the resources in our local environment. The study advocates that both public and private sectors should establish skill acquisition centers which would be adequately equipped and funded to achieve the desired goal. The study also recommended improved practical programmes in school curriculum, creating awareness through entrepreneurial skill training classes, development programmes, seminars, conferences, symposiums and workshops.

However, Olokundun, Hezekiah, Stephen and Fred (2014) assessed the impact of school ratio on the entrepreneurship programme taught in Nigerian secondary schools. A qualitative approach was used based on a survey method. Data was collated on the current trend of entrepreneurship programme in secondary schools in Nigeria from three selected schools in the Metropolitan area of Kaduna State. The study found out that the present entrepreneurship program in the sampled schools could not covered the required content due not high student-teacher ratio. Also, it was found that the method of teaching was not practically-oriented and was void of real life situations. Thus, the programme was not effective at motivating secondary school students to start their own businesses. Therefore, this study recommended that entrepreneurship education be taught as a separate subject with a practical approach with lesser student-teacher ratio. Finally, this study posited that government support and a stable socio – economic environment is crucial to entrepreneurial development towards combating youth unemployment in Nigeria.

In a study carried out by, Udo and Mboto (2020) worked on the effects of school ratio and entrepreneurial Strategies for skills acquisition by secondary school Science students. The aim of this study was therefore to identify the hindrances to the acquisition of entrepreneurial skills by secondary school science students and propose strategies that could be adopted to

enhance such skills. A questionnaire called "School Ratio and Entrepreneurial Skills Acquisition Questionnaire" (SRESAQ) was used for data collection. The mean response for the hindrances was 2.73 while that of the strategies was 2.99. These scores when compared with 2.50 mean score for a 4 –point scale, made the responses significant, implying that the school ratio, hindrances and strategies did have significant effects on secondary school science students' acquisition of entrepreneurial skills.

Also, Igboabuchi (2018) investigated the impact of class size on students' academic performance across selected public senior secondary schools in Idemili North Local Government Area of Anambra State. In this study, the effect of class size directly on students' performance; psychological effect of class size on students' performance and social effect of class size on students' academic performance were analyzed. Self-administered questionnaire was used as instrument for data collection in the study. A sample of one hundred and fifty (150) students in three selected public senior secondary schools was used. Senior secondary two (SS2) and three (SS3) students were used for the study. The students were selected randomly and one hundred and forty (140) questionnaires was correctly filled and collected, ten (10) questionnaires was either not collected or wrongly filled, thereby rendered invalid by the respondent. The analysis was done using descriptive statistics, percentage and frequencies. It was found that large class size had negative effect on students' academic performance in biology. It was also observed that class size has psychological and social effect on students' academic performance. Where the class size cannot be reduced in a given time due to challenges beyond the control of the school authorities, it is recommended that teachers and management of the school should employ rotational students' group formation and study. These groups could identify common challenges and present it to teachers for support. As a long term measure, Government should increase budget allocation to improve schools infrastructural facilities.

School type and business education students' acquisition of entrepreneurial skills

There is a common perception that private schools achieve higher than public schools. However, recent studies have found that the performance disparity between school types can be accounted for by differences in the population of students attending the different types of schools. Using raw data from the 2015 Secondary Entrance Assessment exam, Dhabi (2016) explored the effect on academic achievement in Trinidad as a result of attending privately managed public primary schools (assisted schools) relative to traditional public schools (government schools). Controlling for demographic, personnel and administrative differences, the analysis finds no meaningful difference in academic achievement between students in assisted school versus students in government schools.

In a study carried out by Okon and Archibong (2015) examined school type and students' academic performance in Entrepreneurial Studies in Junior Secondary Certificate Examination (JSCE). The purpose of the study was to examine the difference in academic achievement of students in both private and public universities in Akwa Ibom State. Research question was formulated to guide the study. The sample size was 940 respondents drawn from both private and public schools. Ex-post facto design was used for this study and t-test analysis was adopted to analyze the data. The findings of this study revealed that students in private secondary schools performed better in Entrepreneurial Studies than those in public schools. Based on the result, conclusions were drawn, recommendations made and suggestions for further research offered.

In another study conducted by Beegle (2015) on the effects of school type on entrepreneurial achievement of students using evidence from Indonesia using data from Indonesia, the researcher evaluated the impact of school type on academic achievement ofjunior secondary school students (grades 7-9). Students that graduated from public junior secondary schools, controlling for a variety of other characteristics, score 0.15 to 0.3 standard deviations higher on the national exit exam than comparable privately-schooled peers. This finding is robust to ordinary least square regression (OLS), fixed-effects, and instrumental variable estimation strategies. Students attending Muslim private schools, including Madrassahs, fare no worse on average than students attending secular private schools. These results provided indirect evidence that higher quality inputs at public junior secondary schools promote higher test scores.

Also, Harry (2016) examined the effects of school type on academic performance-evidence from the secondary entrance assessment exam in Trinidad. There is a common perception that private schools achieve higher than public schools. However, recent studies have found that the performance disparity between school types can be accounted for by differences in the population of students attending the different types of schools. Using raw data from the 2015 Secondary Entrance Assessment exam, this paper estimates the effect on academic achievement in Trinidad as a result of attending privately managed public primary schools (assisted schools) relative to traditional public schools (government schools). Controlling for demographic, personnel and administrative differences, the analysis finds no meaningful difference in academic achievement between students in assisted schools versus students in government schools.

However, Babagana (2017) examined the influence of school types on academic performance of public universities students in West African secondary school Certificate in Maiduguri Education Zone, Borno State, Nigeria. The study employed ex-post facto research design.

The population of the study was 34,927 students. Using disproportionate stratified sampling technique, a total of 17,308 students were involved in the study. Profoma was used in collecting data and were analyzed using analysis of variance (ANOVA). The findings of the study revealed that there was a significant difference in students' academic performance in WASSCE Mathematics between day, boarding and day boarding senior secondary schools for the period studied except in 2009 where there was no significance difference in students' academic performance. The difference was in favor of day boarding schools in 2010, 2012, and 2013. Similarly, the study also revealed that there were significance difference in students' academic performance in West African examination council (WASSCE) Mathematics due to school Characteristics, school location, school ownership, and school organization in Maiduguri education zone, Borno Sate, Nigeria. The study is significant to educational planners and administrators in planning for the needed types of schools by the community. It will also benefit parents and guardians in selecting the appropriate school for their children. Counselors will benefit from the findings of the study in counseling parents and students alike in a choice appropriate school.

In a study conducted by Asuquo and Akpan (2019) on school type and students' academic performance in social studies in Junior Secondary Certificate Examination (JSCE). This study examined the difference in academic achievement of students in both private and public universities in Akwa Ibom State. Research question was formulated to guide the study. The sample size was 440 respondents were drawn from both private and public schools. Ex-post facto design was used for this study and t-test analysis was adopted to analyze the data. The findings of this study revealed that students in private secondary schools performed better in Social Studies than those in public schools. Based on the result, conclusions were drawn, recommendations made and suggestions for further research offered.

Also, Aransi (2018) examine empirically the influence of school types, class classifications and gender on students' academic achievement in Economics among high school students in Irewole Local Government Area of Osun State, Nigeria. Due to this, three research questions were formulated and answered. All Grade II (Senior Secondary School Two) students who offered Economics in both private and public schools within the study area during 2017/2018 academic session formed the target population. However, simple random sampling technique which was stratified in nature and operation was used to select two-hundred and twenty seven (227) respondents. One-hundred and four (104) participants were from private schools while one-hundred and twenty three (123) participants were chosen from public schools. The empirical findings obtained with the aid of t-statistics indicated insignificant difference in the academic achievement of students in Economics on the basis of types of school. Beside, students in Science streams in both schools exhibited slightly better academic achievement in

Economics than their counterparts in Arts and Commercial classes. There was a significant difference in the students' academic achievement on the basis of gender which was in favour of female students in private-funded schools. The study suggested that the teachers of both schools should endeavour to adopt varieties of teaching methods that aim at assisting the students to benefit from teaching not minding the class streams and gender, among others.

However, Umar (2019) examined the influence of school facilities and types on Senior Secondary School Science Students' academic performance in Nasarawa State, Nigeria. Two research hypotheses were tested at 0.05 level of significance. The population of the study comprised all public senior secondary schools in urban and rural areas of Nasarawa State, Nigeria. Stratified and simple random sampling techniques were used to select the sample. Thirty schools were randomly selected (ten from each of the 3 Senatorial Zones in the State). A total of 300 students formed the sample of the study. A researcher-designed questionnaire titled, "School Facilities and Types Questionnaire (SFTQ)" was used as an instrument for the study. The reliability of the instrument was determined using Cronbach's Coefficient Alpha. The alpha coefficient of internal consistency for the instrument was 0.84, suggesting that the items had relatively high internal consistency levels and considered acceptable. The data were analysed using t-test statistics to test the two hypotheses at alpha=0.05.The findings of this study revealed that there was a significant influence of school facilities on science students' academic performance in urban and rural schools and also, there was a significant influence of school facilities on science students' academic performance in private and public schools. Based on the findings of this study, it was recommended among others that; Government should not relent in its effort of providing succor to urban and rural schools. It should also encourage Parent-Teacher Association (PTA), philanthropists, Non-Governmental Organizations (NGOs) and the society at large to join its efforts in the form of Private-Public Partnership (PPP) for salvaging the schools from total collapse.

Furthermore, Oginni and Awobodu (2013) worked on school factors as correlates of students' achievement in Chemistry. This study therefore aimed at finding the extent to which school factors predict public universities students' achievement in Chemistry. Ex-post facto research type with a survey design was adopted for the study. The sample used consisted of senior secondary school Chemistry students and teachers drawn from fifty seven (57) local governments and development areas of Lagos state. Instruments were developed and validated for the study. Three research questions were raised and answered in the study. Pearson Product Moment Correlation and Multiple Regression Statistics were used to analyze data collected. Findings showed that students in private school did better in Chemistry than their counterparts. It was also found that as the conditions accrued to school factors improve, the performance of students in chemistry improves.

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Research Methodology

The study adopted a survey research design. This design is directed towards determining the nature of a situation as it exists at the time of investigation. The research area is Cross River State, one of the thirty-six (36) states of the Federal Republic of Nigeria, and it has 18 Local Government Areas. The state is situated in the south-south geopolitical region of Nigeria. lapping between latitudes $5^0$32' and 40^0 and 27' North of the Equator and longitudes $7^0$50' and $9^0$28' East of the Greenwich meridian. The population of the study consists of 658 business education undergraduates of the two public universities in Cross River State, that is, 266 from the University of Calabar, and 392 from University of Cross River State as recorded by Academic Planning Unit of University of Calabar and Management Information System of University of Cross River State 2022/2023 academic session. Stratified random sampling technique was used to select respondents. The sample of the study was a total of four Hundred and Ninety-four (494) students randomly selected from final year students from the two universities under study (2022/2023) academic section.

The instrument for data collection was a structured questionnaire titled: "Institutional Variables and Business Education Students' Acquisition of Entrepreneurial Skills Questionnaire (IVBESAESQ)." The instrument has three sections: Section A and section B. Section A focused on demographic variables while section B contains 10 items measuring the dependent variable. The section B of the questionnaire contained 10 items which measured the dependent variable of students' acquisition of entrepreneurial skills. The sub-scale has ten items with four response options: Strongly Agreed (SA), Agreed (A), Disagreed (D), and Strongly Disagreed (SD).

The research instrument was face validated by three experts, two from the researchers' field of study and one experts from Measurement and Evaluation who evaluate the instrument's validity by assessing its ability to measure what it claims to measure. To determine the reliability of the instrument (questionnaire), a trial test was carried out with 50 random selected respondents drawn from University of Uyo, Akwa Ibom State, which were not included in the main study. Split-half reliability method was used to determine the reliability estimate. The reliability index was 0.98 which was showed that, the reliability was high enough to measure the variables. The researchers visited the various sampled schools personally with a letter of introduction from the Head of Department of Business Educational, University of Calabar to seek for permission from the administrators of the schools slated for the study.

Presentation of result

In this section, each hypothesis is re-stated, and the result of data analysis carried out to test as it is presented. Each hypothesis of the study was tested at .05 level of significance.

Ho_1:

There is no significant influence of school ratio on business education students' acquisition of entrepreneurial skill. The independent variable in this hypothesis is school ratio (below 40 student per teacher, within 41-50 student per teacher and Above 51 student per teacher); while the dependent variable is business education students' acquisition of entrepreneurial skill. To test this hypothesis, business education students' acquisition of entrepreneurial skill from school ratio below 40 student per teacher, Within 41-50 student per teacher and Above 51 student per teacher were compared using One-Way Analysis of Variance (ANOVA). The result of the analysis is presented in Table 1.

The result on Table 1 revealed that the F-value of 3.620 at p=.000. Since the p (.000) is less than p (.005), the null hypothesis is rejected. This result therefore implied that, school ratio significantly influenced business education students' acquisition of entrepreneurial skill. Since school ratio had a significant influence on business education students' acquisition of entrepreneurial skill, a post hoc analysis was Above 51 student per teacher using Fishers' Least Significant Difference (LSD) multiple comparison analysis. The result of the analysis is presented in Table 2

Table 1: Summary of data and one-way ANOVA of the influence of school ratio on business education students' acquisition of entrepreneurial skill (N=490)

School ratio	N	$\bar{x}$	SD		
Below 40 student per teacher – 1	138	34.3043	5.63825		
Within 41-50 student per teacher – 2	226	35.8496	5.05036		
Above 51 student per teacher – 3	126	35.4127	5.51836		
Total	490	35.3020	5.37115		
Source of variance	**SS**	**Df**	**Ms**	**F**	**Sign of F**
Between group	206.656	2	103.328	3.620*	.000
Within group	13900.642	487	28.543		

Total	14107.298	489

* Significant at p <.05 level, df = 2, 487.

Table 2: Fishers' Least Significant Difference (LSD) multiple comparison analysis of the influence of School ratio on business education students' acquisition of entrepreneurial skill LSD

(I) School ratio	(J) School ratio	Mean Difference (I-J)	Std. Error	Sign.
Below 40 student per teacher	Within 41-50 student per teacher	-1.54521(*)	.57718	.008
	Above 51 student per teacher	-1.10835	.65831	.093
Within 41-50 student per teacher	Below 40 student per teacher	1.54521(*)	.57718	.008
	Above 51 student per teacher	.43686	.59400	.462
Above 51 student per teacher	Below 40 student per teacher	1.10835	.65831	.093
	Within 41-50 student per teacher	-.43686	.59400	.462

* The mean difference is significant at the .05 level.

The result of the analysis in Table 2 showed that business education students' whose school ratio was below 40 student per teacher were significantly different in their acquisition of entrepreneurial skills from those whose school ratio was either Within 41-50 student per teacher or Above 51 student per teacher. Also business education students' whose School ratio was within 41-50 student per teacher were significantly different from those who were Above 51 student per teacher in their acquisition of entrepreneurial skills.

Ho_2:

There is no significant influence of school type on business education students' acquisition of entrepreneurial skill. Independent variable is school type (Federal School and State School). Dependent variable is business education students' acquisition of entrepreneurial skill. Independent t-test analysis was adopted to test this hypothesis. The result is presented in Table 3.

Table 3: Independent t-test analysis of the influence of school type on business education students' acquisition of entrepreneurial skill (N=490)

School type	N	*x*	SD	t-value	Sig.
Federal	295	34.6644	4.82968		
				-3.264*	.000
State	195	36.2667	5.98457		

* Significant at p <.05 level, P-value =.000, df = 488.

The result in Table 3 revealed that the t-value of -3.264 is significant at p =.000. Since the p (.000) is less than p (.05), the null hypothesis is rejected. With this result the null hypothesis that, there is no significant influence of school type on business education students' acquisition of entrepreneurial skill was rejected. This implies that there is a significant influence of school type on business education students' acquisition of entrepreneurial skills.

Discussion of findings

The result of the first hypothesis study indicated that, that the F-value of 5.022 at p =.000. Since the p (.000) is less than p (.005), the null hypothesis is rejected. This result therefore implied that, school ratio significantly influenced business education students' acquisition of entrepreneurial skill. This signified that business education students' whose school ratio was below 40 student per teacher were significantly different in their acquisition of entrepreneurial skills from those whose school ratio was either within 41-50 student per teacher or above 51 student per teacher. Also business education students' whose school ratio was within 41-50 student per teacher were significantly different from those who were above 51 student per teacher in their acquisition of entrepreneurial skills. The finding is in line with the view of Mbanefo and Eboka (2019) examined the impact of school ratio on acquisition of innovative and entrepreneurial skills in basic science education for job creation in Nigeria. The study was carried out in Nigeria and was guided by three research questions (RQs). A descriptive survey research design was adopted. The population of the study was made up of 441 principals and 4340 basic science teachers. The instrument used for data collection was a 22-item questionnaire. Mean and standard deviation statistics were used to address the three RQs. The findings revealed that a lot of skills were needed in science education for job creation; the teachers were required to use practically oriented methods in teaching the students, and a lot of factors including large classes, posed challenges to the acquisition of entrepreneurial skills in basic science education.

The result of the second hypothesis indicated that, that the t-value of -3.264 is significant at p=.000. Since the p (.000) is less than p (.05), the null hypothesis is rejected. With this result the null hypothesis that there is no significant influence of school type on business education

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students' acquisition of entrepreneurial skill was rejected. This implies that there is a significant influence of school type on business education students' acquisition of entrepreneurial skill. The findings are in line with the view of Okon and Archibong (2015) examined school type and students' academic performance in Entrepreneurial Studies in Junior Secondary Certificate Examination (JSCE). The purpose of the study was to examine the difference in academic achievement of students in both private and public universities in Akwa Ibom State. Research question was formulated to guide the study. The sample size was 940 respondents drawn from both private and public schools. Ex-post facto design was used for this study and t-test analysis was adopted to analyze the data. The findings of this study revealed that students in private secondary schools performed better in Entrepreneurial Studies than those in public schools. Based on the result, conclusions were drawn, recommendations made and suggestions for further research offered.

Conclusion/ Recommendations

Based on the results of the study it was concluded that school ratio and school type significantly influence business education students' acquisition of entrepreneurial skill. On the basis of the findings of this study, the following recommendations were made:

1. There should be optimize student-teacher ratios to facilitate effective instruction.
2. Governments should establish entrepreneurship programs in schools and private sector partnerships should enhance resource availability.
3. Government should establish entrepreneurship clubs and incubators and invite industry By implementing these recommendations, educators, policymakers, and stakeholders can create an environment conducive to developing entrepreneurial skills in business education students, ultimately driving innovation and economic growth in our society at at large. By encourage interdisciplinary collaborations, develop assessment tools for entrepreneurial skills, foster alumni networks for mentorship and support, monitor program effectiveness through continuous evaluation and bottle neck checks.

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