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CONTENTS

GREEKLINE JOURNAL OF BUSINESS AND ENTREPRENEURIAL EDUCATION

Risk Management Skills as Correlate of Entrepreneurial Disposition Among Business Education Postgraduates Students in Rivers State Universities	1 – 9
Shaping The Skills of Business Education Students to Enhance Employment Opportunities in Nigeria	10 – 15
Evaluating The Impact of Business Reforms On Private Sector Growth in Rivers State, Nigeria	16- 24
Influence of Facebook Advertising On the Patronage of Jumia Products: A Study in Warri	25-31

GREEKLINE JOURNAL OF FINANCE AND ECONOMIC DEVELOPMENT

Digital Accounting Information Reporting and Stakeholders Confidence of Quoted Money Banks in Nigeria	1 – 9
---	-------

GREEKLINE JOURNAL OF INNOVATIVE EDUCATION

Application of The Principle of Sustainable Development in Business Education Programme in Nigeria: The Viable Option	1 – 5
Influence of Addictiveness to Tiktok On Students Reading Habits: A Study in Delta State Polytechnic, Otefe-Oghara	6-12
Influence of Instagram On Body Image Perception and Satisfaction Among Young Female Undergraduate Students	13-22
Modelling Pedagogic and Measuring Tools in Promoting Deep Learning Among Business Education Students in Rivers State	23-28



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Risk Management Skills as Correlate of Entrepreneurial Disposition among Business Education Postgraduate Students' in Rivers State Universities.

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Abstract

The study examined Risk Management Skills as Correlate of Entrepreneurial Disposition among Business Education Postgraduate Students in River State Universities. Three specific objectives, research questions and null hypotheses respectively were posed and formulated for the study. correlational design was adopted for the study and the population comprised 129 postgraduate Business Education Students from Rivers State Universities. Out of the 129, 47 were from Rivers State University and 82 from Ignatius Ajuru University of Education. The population is small and considered manageable hence there was no sampling rather it was taken as a census. The instrument use for the study was a self-structured questionnaire titled: "Postgraduate Business Education Students' Competencies in Utilizing Artificial Intelligence for Learning and Research Risk Management Skills as Correlate of Entrepreneurial Disposition among Business Education Postgraduate Students Questionnaire (RMSCEDABEPS)". The instrument was validated by three (3) experts in the faculty of Education; two Business Educators and one measurement and Evaluation expert. The reliability of the instrument was measured by the test-retest method using Pearson product Moment Correlation Coefficient (PPMC) which resulted in a reliability index of 0.86, 0.78, 0.81, 0.71, and 0.87. Out of the 129 copies of the questionnaire distributed, only 115 copies were retrieved and use for data analysis. The instrument was structured on a 4-point rating scale of Strongly Disagree (1 point), Disagree (2 points), Agreed (3 points) and Strongly Agreed (4 points). Data collected was analysed using Pearson's Product Moment Correlation Coefficient (PPMCC) to answer the five (5) research questions and hypotheses at 0.05 level of significance and P value was used to test for the strength of the hypotheses. This study investigated the relationship between risk management skills and entrepreneurial disposition among Business Education postgraduate students. The findings revealed a significant positive correlation, indicating that students who possess higher levels of risk management skills tend to demonstrate stronger entrepreneurial tendencies. This underscores the vital role of risk management skills in shaping the mindset and behavior necessary for successful entrepreneurship. However, the Researcher recommends that: Business Education postgraduate programs should integrate advanced communication courses, including public speaking, business writing, and digital communication tools, to enhance students' entrepreneurial disposition.

Keywords: Risk Management, Skills, Correlate, Entrepreneurial Disposition and Business Education

Introduction

Institutions face a very wide range of risks that can impact the outcome of their operations; the desired overall aim may be stated as a mission or a set of corporate objectives. The events that can impact an institution may inhibit what it is seeking to achieve (hazard risks), enhance that aim (opportunity risks), or create uncertainty about the outcomes (control risks). Risk management needs to offer an integrated approach to the evaluation, control and monitoring of these three types of risk above. Risk management skills are required in relation to strategic decision making, entrepreneurially mood the students and programmes of work, as well as routine operations of the university institution. As with all management activities and processes in an institution, risk management needs to be adapted and modified to align with the core processes, and institutional culture to specifically respond to statutory obligations and the requirements of regulators. Risk management skills is rapidly transforming, requiring a combination of established competencies and flexibility to adapt to the changing risk landscape. As the risk landscape evolves in 2024, there is a need for risk managers to possess a combination of analytical, strategic and interpersonal skills (Teal, Risk Management Skills, 2024) because some institutions are challenged by a lack of understanding of risks and how they can affect sustainability (Bakker, 2016). Incorporating sustainability into risk management skills is not just a matter of best practice it is also an insurance policy against surprises and disruptions that affect employees, suppliers, communities and shareholders alike (Schaltegger & Burritt, 2016).

Generally, risk is the possibility for danger, negatively unexpected circumstance to occur (Soanes, 2014). In most of economic publications, risk refers to the negative deviation from the plan. In finance, risk is related to the hazard towards an investment, or loan. In terms of corporate and business, risk is the possibility that an event, either expect or unexpected, may create an unfavourable effect on the organizations. Risk is ubiquitous and spreads through every issue of life. To business sectors, unforeseen situations create success or severe loss exposures. Furthermore, to small-medium enterprises (hereinafter SMEs) and micro companies, where the capital background is not sufficiently strong, a catastrophe could likely lead to interruption in operational activities, financial loss, and bankruptcy. As different challenges and opportunities require new risk strategies, highlighting the need for proactive risk management skill strategies. A change in risk management strategies is needed; it's not just an advantage for dealing with the complex risks of today's world. Thus, according to Carmichael (2023), professionals should develop their skills and knowledge in the field of auditing, cyber security, emerging technologies, perception of strategic thinking and business acumen, adapting to emerging risks and building organizational resilience, acquisition of digital skills, communication and influencing skills, and understanding the regulatory environment. Maxwell (2014) opined that risks vary in size and scope, as well as across institutions. The process of risk management skills, including planning, organizing and controlling resources designed to minimize the adverse consequences of accidental losses, is fundamentally a decision-making process. According to International standard (2019), the risk management skills process must be an integral part of management, integrated into the culture and practices and in accordance with the institutions' processes. Its scope includes the following main stages: establishing the context; risk identification; risk analysis; risk assessment and risk treatment; monitoring; presentation, communication.

Conversely, in the context of entrepreneurial success, skill refers to the academic knowledge and practical competencies which are fundamental to the establishment and sustainable operation of the institutions (Ezenwafor & Onokpaunu, 2017). Skills go a long way in helping managers of institutions become successful because they would do what is best for the growth and development of the system. Thus, Ezenwafor and Olaniyi (2017) reported that human relation skills and problem-solving skills among others are required for entrepreneurial success. Correspondingly, Olusegun (2016) highlighted other skills such as financial, management, communication, risk-taking and decision-making skills as important for business education graduates desiring to be successful entrepreneurs.

Entrepreneurial skills equip youths with different skills which enables them to think creatively of new ideas or adding value to existing products. The development of the nation depends largely on the kind of skills that the graduates of its educational institutions are equipped with. Skill acquisition refers to the process of acquiring or gaining effective and ready knowledge in developing ones' attitude and ability in a particular field. Kawarsky (2024) posited that the introduction of entrepreneurship programmes to education will enhance student's attitudes and further develop awareness of entrepreneurial opportunities and skills to form entrepreneurial ventures. Communication is the transmission of meaning from one person to another or too many people, whether verbally or non-verbally. Agus, Rakib, Jufri, Utani and Sudarmi (2021) found out that information literacy partially has an effect on entrepreneurial intentions and entrepreneurship education in family and information literacy has positive significance on the entrepreneurial interest of students. Success of communication depends on several factors, transmission of message by the process of encoding and decoding the message which may result in short-term perception, for the success of communication. Effective communication according to Stroh (2022) is between individuals (the sender and the receiver) involves many steps, including encoding, decoding, and feedback. There are three standard models of communication process: Linear, interactive, and transactional, and each offers a slightly different perspective on the communication process.

Shageeva, Gorodetskaya, Kraisman and Ivanov (2018) noted human relation skills are to be developed in the course of the educational process. These skills are necessary in solving problems in human resource management, conflict resolution and information processing among others. Human relation skills focus attention mostly on human interaction in the work environment with the hope of understanding fellow workers and clients; relating and dealing harmoniously with them and adapting to environments or situations as they come so as to facilitate the achievement of the goals of individual employees and the organization. Human relations skills are the life skills we use every day to communicate and interact with other people, both individually and in groups. People who have worked on developing strong human relation skills are usually more successful in both their professional and personal lives (Contreras, 2023). Developing more harmonious relationships with others is generally encouraged by society as doing so facilitates all sorts of agreements and transactions either commercial or non-commercial – and has been even tied with better health and emotional well-being.

Financial knowledge management skills as explained by Richard, Gary and Larry in Agada (2018) are skills needed by entrepreneur to understand the financial matter that will ventures. The authors stated further that it involves where to find capital, how to secure it, how to plan cash flow, how to keep effective financial and how to foresee future financial needs. Finance according to Osuala in Agada (2018) is the process of getting the fund a firm needs and putting the fund into use. It is the lifeblood of every business organization and as such is vital to the existence of business. Finance is the propeller that keeps the engine of business organization running. Thus, financial management skills help entrepreneurs to get fund needed on favourable terms and use the fund effectively.

Business education is an educational programme tailored to meet the needs and demands of the entire labour market requirements by equipping students with workplace skills and competencies for national development. According to Etonyeaku (2019), business education is an aspect of vocational and technical education which is used to refer to those educational processes involving the study of techniques, related sciences, acquisition of practical skills attitudes and knowledge relating to occupation in vocational sectors of economic and social life.

Igboke (2015) and Koko and Amadi (2023) stated that the objectives of business education at all levels of education are to enable recipients develop basic skills for personal use in the future; acquire basic knowledge and skills of business education; relate the knowledge and skills acquired to national development; develop basic skills in office occupations; prepare students for further training and provide orientation and basic skills with which to start a life of work for those who may not undergo further training.

Entrepreneurs do not operate in a vacuum. They operate under a business environment that requires certain skills which are varied and can be acquired through different training programmes. As Cooper (2015) puts it, entrepreneurship has grown in legitimacy, particularly in business schools. Awojobi (2021) opined that business education strives to fulfil the function of entrepreneurship development and to this effect; entrepreneurship therefore cannot be isolated from business education. Koko (2019) asserted the Business Education is an academic field that provides students with the methods, strategies, fundamentals and essentials require for doing business effectively. It serves society by enabling individuals to develop competencies in accounting, business law, career development, communication, computation, economics and personal finance as well as entrepreneurship, information technology management and marketing.

In Nigeria, Business Education covers a wide spectrum of accounting, business studies, computer education, secretarial studies, and office technology as well as business teacher education. The Federal Republic of Nigeria (2014) outlined business education courses to include stenography, typewriting, store keeping, book keeping, and office practice. Graduates of business education have the comparative advantage of becoming employees in the labour market, entrepreneurs and employers of labour who are also the functions of entrepreneurship.

Statement of the Problem

Risk management skills is a virtue an entrepreneur needs to possess as they are dynamic economic process geared towards promoting and maintaining monetary resources of business minded individuals in any society. The ultimate benefit of setting up of entrepreneurship ventures is to tackle unemployment. According to Aremu and Adeyemi (2021), many entrepreneurship ventures die within their first five years of existence while some go into extinction between the sixth and tenth years due to lack of appropriate risk management skills. This leaves only a few of these ventures to survive and become successful.

Also, many of these graduates are searching for corporate and government jobs thereby increasing the already high unemployment rate in Rivers State despite the abundant entrepreneurship opportunities feasible in the State. The problem of this study, therefore, is that business education post graduate students in Rivers State universities do not appear to be thriving in entrepreneurship as expected possibly due to lack of relevant risk management skills among other factors. Researchers and authors have outlined communication skills, human relation skills, management skills, financial knowledge skills and problem-solving skills as correlate of entrepreneurial disposition among others as necessary for entrepreneurial success. However, the extent each of these set skills are needed is likely to differ from one location to another. Hence, the studies on risk management skills as correlate of entrepreneurial disposition among business education postgraduate students in River State Universities.

Purpose of the Study

The aim of this study was to determine Risk Management Skills as correlate of Entrepreneurial Disposition among Business Education Postgraduate Students in River State Universities. Specifically, the study sought to:

1. Ascertain the ways communication skills relate to entrepreneurial disposition among Business Education postgraduate students in River State Universities.
2. Assess the ways human relation skills relate to entrepreneurial disposition among Business Education postgraduate students in River State Universities.
3. Determine the ways financial skills relate to entrepreneurial disposition among Business Education postgraduate students in River State Universities.

Research Questions

The following research questions guided the conduct of the study:

1. What are the ways communication skills relate to entrepreneurial disposition among Business Education postgraduate students in River State Universities?
2. What are the ways human relations skills relate to entrepreneurial disposition among Business Education postgraduate students in River State Universities?
3. What are the ways financial skills relate to entrepreneurial disposition among Business Education postgraduate students in River State Universities?

Hypotheses

The following hypotheses were formulated and tested at 0.05 significant levels:

1. There is no significant relationship between communication skills and entrepreneurial disposition among Business Education postgraduate students in River State Universities.
2. There is no significant relationship between human relation skills and entrepreneurial disposition among Business Education postgraduate students in River State Universities.
3. There is no significant relationship between financial skills and entrepreneurial disposition among Business Education postgraduate students in River State Universities.

Methods

The study adopted correlational research design. The population of the study was 129 postgraduate Business Education students for 2024/2025 academic session. There was no sampling as the entire population was used for the study, the reason was that the population size is manageable. Two questionnaires that was self-structured by the researcher was used for data collection; the instrument was titled "Risk Management Skills as Correlate of Entrepreneurial Disposition among Business Education Postgraduate Students". The instrument was validated by three experts, one in Measurement and Evaluation and others from Business Education department. The instruments were structured on a 4-point likert scale of Strongly Agree, Agree, Disagree and Strongly Disagree. In order to establish the reliability of the instrument that was used for the study, test re-test method was adopted, scores obtained were correlated using Pearson Product Moment Correlation Coefficient and it yielded a reliability coefficient of 0.78 and 0.86 which revealed that the instruments are suitable for the study. Data collected was analyze using Pearson's Product Moment Correlation Coefficient to answer research questions and hypotheses at 0.05 level of significance using SPSS version 28.

Results

Research Question 1

What are the ways communication skills relate to entrepreneurial disposition among business education post graduate students in River State Universities?

Table 1: Calculated r of the Relationship that exists between communication skills and entrepreneurial disposition among business education post graduate students in River State Universities (N= 115)

	Communication skills	Entrepreneurial disposition among business education post graduate students	
	Correlation Coefficient	1.000	.414
Pearson Correlation	Sign. (2-tailed)		.012
	N	115	115
	Correlation Coefficient	.414	1.000
Entrepreneurial disposition among business education post graduate students	Sig. (2-tailed)		.012
	N	115	115

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

Source: SPSS 21.0 Data Output, 2025

Table 1 presents the calculated coefficient (r) value based on responses among Business Education postgraduate students in Rivers State Universities, examining the relationship between communication skills relate to entrepreneurial disposition among business education post graduate students. The table indicates a calculated r value of 0.414, which exceeds the table value of 0.179. This result signifies that there is a positive relationship communication skills and entrepreneurial disposition among Business Education postgraduate students in River State Universities.

Research Question 2

What are the ways human relations skills relate to entrepreneurial disposition among business education post graduate students in River State Universities?

Table 2: Calculated r of the Relationship that exists between human relations skills and entrepreneurial disposition among business education post graduate students in River State Universities (N= 115)

		Human relations	Entrepreneurial disposition among business education post graduate students
	Correlation Coefficient	1.000	.411
Human relations	Sign. (2-tailed)	.	.001
Pearson Correlation	N	115	115
	Correlation Coefficient	.411	1.000
entrepreneurial disposition among business education post graduate students	Sig. (2-tailed)	.001	.
	N	115	115

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

Source: SPSS 21.0 Data Output, 2025

Table 2 presents the calculated coefficient (r) value based on responses among Business Education postgraduate students in Rivers State Universities, examining the relationship between human relations skills and entrepreneurial disposition among Business Education postgraduate students. The table indicates a calculated r value of 0.411, which exceeds the table value of 0.179. This result signifies that there is a positive relationship human relations skills and entrepreneurial disposition among Business Education postgraduate students in River State Universities.

Research Question 3

What are the ways financial skills relate to entrepreneurial disposition among business education post graduate students in River State Universities.

Table 3: Calculated r of the Relationship that exists between financial skills and entrepreneurial disposition among business education post graduate students in River State Universities (N= 115)

		Financial skills	Entrepreneurial disposition among business education post graduate students
	Correlation Coefficient	1.000	.718
Financial skills	Sign. (2-tailed)	.	.041
Pearson Correlation	N	115	115
	Correlation Coefficient	.718	1.000
Entrepreneurial disposition among business education post graduate students	Sig. (2-tailed)	.041	.
	N	115	115

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

Source: SPSS 21.0 Data Output, 2025

Table 3 presents the calculated coefficient (r) value based on responses among Business Education postgraduate students in Rivers State Universities, examining the relationship between financial skills and entrepreneurial disposition among Business Education post graduate students. The table indicates a calculated r value of 0.718, which exceeds the table value of 0.179. This result signifies that there is a positive relationship between financial skills relate to entrepreneurial disposition among Business Education post graduate students in River State Universities.

Hypotheses Testing

The hypotheses for this study were tested as follows:

Hypothesis 1: There is no significant relationship between communication skills and entrepreneurial disposition among business education post graduate students in River State Universities

Two variables were identified in this hypothesis as follows:

1. Communication skills; and
2. Entrepreneurial disposition among business education post graduate students

Table 4: Relationship communication skills and entrepreneurial disposition among business education post graduate students (N= 115)

		Communication skills	Entrepreneurial disposition among business education post graduate students
	Correlation Coefficient	1.000	.414
Communication skills	Sign. (2-tailed)		.012
Pearson Correlation	N	115	115
	Correlation Coefficient	.414	1.000
Entrepreneurial disposition among business education post graduate students	Sig. (2-tailed)	.012	
	N	115	115

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

Source: SPSS 21.0 Data Output, 2025

From the result in table 4, it is shown that a positive, moderate and significant relationship exists between communication skills and entrepreneurial disposition among Business Education postgraduate students. The calculated coefficient (r) value 0.414 indicates a positive, moderate and significant relationship, it is also significant at $p=0.012 < 0.05$. Therefore, based on empirical findings, the null hypothesis earlier stated (i.e. H_0) is hereby rejected. Thus, there is a positive, moderate and significant relationship between communication skills and entrepreneurial disposition among Business Education post graduate students in River State Universities.

Hypothesis 2: There is no significant relationship between human relation skills and entrepreneurial disposition among business education post graduate students in River State Universities

Two variables were identified in this hypothesis as follows:

1. Human relation skills; and
2. Entrepreneurial disposition among business education post graduate students

Table 5: Relationship between human relation skills and entrepreneurial disposition among business education post graduate students (N= 115)

		Human relations	Entrepreneurial disposition among business education post graduate students
	Human relations	Correlation Coefficient	1.000 .411
		Sign. (2-tailed)	.001
Pearson Correlation		N	115 115
	entrepreneurial disposition among business education post graduate students	Correlation Coefficient	.411 1.000
		Sig. (2-tailed)	.001 .
		N	115 115

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

Source: SPSS 21.0 Data Output, 2025

The results shown in table 5 above, with the calculated coefficient (r) value of 0.411, means that there is positive and significant relationship between human relation skills and entrepreneurial disposition. The association is also significant at $p = 0.001 < 0.05$ significance level. This means that the previously stated null hypothesis (i.e. H_0) is hereby rejected and this implies that there is a positive and significant relationship between human relation skills and entrepreneurial disposition among Business Education postgraduate students in River State Universities.

Hypothesis 3: There is no significant relationship between financial skills and entrepreneurial disposition among business education post graduate students in River State Universities.

Two variables were identified in this hypothesis as follows:

1. Financial skills; and
2. Entrepreneurial disposition among business education post graduate students

Table 6: Relationship between financial skills and entrepreneurial disposition among business education post graduate students (N= 115)

		Financial skills	Entrepreneurial disposition among business education post graduate students
	Financial skills	Correlation Coefficient	1.000 .718
		Sign. (2-tailed)	.041
Pearson Correlation		N	115 115
	entrepreneurial disposition among business education post graduate students	Correlation Coefficient	.718 1.000
		Sig. (2-tailed)	.041
		N	115 115

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

Source: SPSS 21.0 Data Output, 2025

The results shown in table 6 above, with a calculated coefficient (r) value of 0.718, means that a positive, very strong and significant relationship exist between financial skills and entrepreneurial disposition among Business Education postgraduate students. The association is significant at $p = 0.041 < 0.05$ significance level. This means that the stated null hypothesis (i.e. H_04) is rejected. This implies that there is a positive, very strong and significant association between financial skills and entrepreneurial disposition among Business Education postgraduate students in River State Universities.

Discussion of Findings

This study saw a positive association between communication skills and entrepreneurial disposition. The rho value of 0.414 indicates a positive association. It is also significant at $p = 0.012 < 0.05$. Therefore, based on empirical finding, the null hypothesis earlier stated (i.e. H_01) is hereby rejected. Thus, a positive and significant association exists between communication skills and entrepreneurial disposition among business education post graduate students in Rivers State Universities. In support of the above, Agus, Rakib, Jufri, Utani and Sudarmi (2021) opined that Communication serves as a channel for the exercise of leadership or for the maintenance of international linkages and interaction between different parties. Communication involves intents and efforts from both the sender of the message and the receiver. Also, Agboola and Ademiluyi (2021) observed that communication is more than passing information to a receiver and involves dialogue and social exchange. Communication can only be effective when the intended message is received, correctly interpreted and understood, accepted and appropriately acted upon by the receiver and confirmed by feedback

This study saw that the r value of 0.011 recorded, means that a positive and significant association exist between human relation skills and entrepreneurial disposition. This association is also significant at $p = 0.000 < 0.05$ significant level. This means that the previously stated null hypothesis (i.e. H_02) is hereby rejected and this implies that there is a positive and significant association between human relation skills and entrepreneurial disposition among business education post graduate students in Rivers State Universities. Corroborating the above finding, Contreras (2023) human relations skills are the life skills we use every day to communicate and interact with other people, both individually and in groups. People who have worked on developing strong human relation skills are usually more successful in both their professional and personal lives. Nwosu (2016) also affirmed that human relation is the interaction and integration of people into a work situation that motivates them to work together productively, co-operatively and with economic, psychological and social satisfaction.

This study saw that the r value of 0.718 recorded, means that a positive and significant association exist between financial skills and entrepreneurial disposition. This relationship is also significant at $p = 0.041 < 0.05$ significant level. This means that the previously stated null hypothesis (i.e. H_04) is hereby rejected, this implies that there is a positive and significant association between financial skills and entrepreneurial disposition among business education post graduate students in Rivers State Universities. This finding was corroborated by Fatoki (2017) financial management involves planning for the future of a business enterprise to ensure a positive cash flow. Meanwhile, Brinckmann, Salomo and Gemueden (2021) financial management as managerial activities that concern the acquisition of financial resources and the assurance of their effective and efficient use. Fatoki (2017) also posited that financial management involves planning, organizing, directing and controlling the financial activities such as the procurement and the utilization of funds of the enterprise. Financial risk management is considered a specialization of risk management.

Conclusion

This study investigated the relationship between risk management skills and entrepreneurial disposition among Business Education postgraduate students. The findings revealed a significant positive correlation, indicating that students who possess higher levels of risk management skills tend to demonstrate stronger entrepreneurial tendencies. This underscores the vital role of risk management skills in shaping the mindset and behavior necessary for successful entrepreneurship.

As entrepreneurship becomes increasingly important in today's dynamic and uncertain economic landscape, the ability to assess, mitigate, and manage risks is no longer optional but essential. For Business Education postgraduate students, many of whom are future educators, business leaders, and innovators for developing robust risk management skills enhances not only their entrepreneurial readiness but also their capacity to navigate the complexities of the modern business environment effectively.

Recommendations

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

1. Business Education postgraduate programs should integrate advanced communication courses, including public speaking, business writing, and digital communication tools, to enhance students' entrepreneurial disposition.
2. Institutions should organize regular workshops and team-based projects to foster interpersonal relationships, collaboration, and emotional intelligence among postgraduate students.
3. Business Education postgraduate curricula should place strong emphasis on financial literacy, including budgeting, investment analysis, and financial decision-making, to leverage the strong correlation with entrepreneurial disposition.

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Shaping The Skills of Business Education Students to Enhance Employment Opportunities in Nigeria

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Abstract

This research work looks at how Business Education skills acquired by students in the course of their study, could be shaped to enhance student's employability in Nigeria. Some of the skills were identified and its' relevance to employment generation were discussed, they include; Business Management skills and Employment generation, Personal Entrepreneurial and Employment generation, Technical skills and Employment generation, Computer Appreciation skills and Employment generation. Other relevant issues such as objectives and goals of business education, structure of business education, employment generation and employment opportunities for business education graduates were thoroughly discussed. It was suggested amongst others that University Authorities should establish a Business Education Skills Acquisition Centre to enable Business Education students have practical sessions of course content to enhance their business management skills and function effectively as graduates in the world of business.

Introduction

Business Education as a course is known to be one of the skilled acquisition courses offered in vocational and technical education programme in the tertiary institutions. Ogidi and Umezulike (2017) asserted that business education is a course that prepares students for entry into and advancement in jobs within business, and it is equally important because it prepares students to handle their own business affairs and to function intelligently as consumers and producers of goods and services as well as better citizens in a business economy. Business Education to Okoye and Udegbunam (2018) is that type of education that gives the individual what they need to succeed either in small scale or large scale business. Amoor and Udoh, (2008), asserted that business education plays a significant role in Nigeria economic growth and development. To Amoor and Udoh, business education improves personal qualities and builds the attitudes of individuals that are necessary for adjustment to personal and employment situations and provide knowledge skills and competencies for individuals to function well in office occupation and also create job for themselves and others. This implies that business education trains and enhances skills and knowledge needed for office employment and management of personal, private and public business organization. Business education motivates students to become hardworking and gives them the drive to move up in the workforce (Okoye and Udegbunam, 2018). Thus business education graduates are efficient and productive due to their exposure to education, administrative, managerial, entrepreneurial, accounting, business, marketing, vocational and technical oriented courses while on training or study.

Concept of Business Education

Business education is a vocational, administrative, managerial, accounting, marketing and secretarial oriented course that could be obtained both at colleges of education and universities. Umeh and Oguejiofor (2018) asserted that business education as a component of vocational education prepares individual for career in business and also be intelligent consumers of economic goods and services. Umezulike in Ogidi and Umezulike (2017) described business education as education that involves teaching students the fundamentals, theories and processes of business and education.

Agwumezie (1999), sees business education as a programme that prepares students for entry into and advancement of jobs within the business. Igboke (2000), view business education as a dynamic field of study that geared towards preparing youths and adults for and about business. Business Education is an important part of the general education which emphasizes on skills and competencies acquisition that can be applied for teaching office administration / management and business related occupations.

Iwuh (2016), sees, business education as a study that equips an individual with the occupation skills and knowledge that will enable him or her fit into and find job satisfaction in the labour market. Njoku (1997), sees business education as that facet of educational training that help the individual to acquire relevant skills needed for a living. Again, Njoku (2006), defined business education as an educational programme that equips an individual with functional skills, knowledge, attitude and value that would enable him/her operates in environment he/she find himself/herself.

Moreover, business education is an administrative, managerial, business, marketing, secretarial and skills acquisition oriented course preparing its recipients to fit into private and public offices and to be self-reliance in any environment they find themselves. Okoye and Udegbunam (2018) opined that Business Education motivates students to become hardworking and gives them the drive to move up in the workforce and raises people's productivity, creativity and promotes entrepreneurship and technological advancement. Business education gives individuals the skills to live, learn and work as productive citizens in a global society.

Objectives and Goals of Business Education

Ekpenyoung (2010) in Umeh and Oguejiofor (2018) listed the following as objectives of business education.

1. to develop individuals who are properly equipped with the pre-requisite knowledge and skills for productive work life.
2. to develop a pool for competent and reliable technical manpower, capable of being mobilized in times of national economic emergency.
3. to develop individuals who will be capable of meeting the modern business and technological challenges.
4. to develop in the youth, the right attitudes and skills towards work.
5. to equip the youth with the requisite knowledge and skills for paid or self-employment.
6. to prepare the youth for meeting community, state and national economic aspirations.
7. to enable the youths, choose and perfect on those areas of business education for which they have interests and aptitude.
8. to equip the learners to develop skills for making national economic decision in various areas of business.
9. to provide student with vocational and technical knowledge.
10. to enable the learners to relate their expertise to the needs of their communities.
11. to prepare business and industrial managers who will be capable of meeting technological and managerial complexities of modern industry, and to provide the vocational and technical knowledge in various areas of business.

More so Obi and Otamiri (2010) as cited by Olise (2014) outline actual and operative goals of business education as:

1. to produce efficient and effective management, secretarial, accounting and marketing managers.
2. to produce lecturers who will handle business and management courses in our universities and colleges of education.
3. to prepare people for self-employment in situation where there is no available paid employment.
4. to propagate the development of business through the teaching of business and management.
5. to expose the students via the available courses to the limitless horizon of the business world and prepare them for roles as qualified administrators and managers in business organization.
6. to develop in the students' requisite skills and expertise in management of both private and public enterprise and arm them with the analytical ability needed to meet the growing challenges of present and future Nigeria and International environment.

Ubulom (1999) as cited in Obi (2012) outline the goals of Business Education to include:

1. to make available to all students the opportunities to explore and learn about the world of business and the possible interests and potential careers it has to offer.
2. to help develop in all students the ability to choose wisely the goods and services that business has to offer.
3. to assist in developing all intelligent understanding on the part of all students of the various occupation to be found in the world of business.
4. to enable students acquires business knowledge and skills that may be needed for personal use.
5. to prepare students to enter into and follow business as a career.
6. to prepared students to perform business activities common to many professional areas.
7. to prepare students for more effective study in the field of business.
8. to prepare students to be business teachers.

Furthermore, Aina (2002) listed the goals of business education to include the following:

1. to apply the various business concepts acquired in class to real life situation.
2. to acquire skills and the competencies required for the performance of basic business job.
3. to keep simple records of financial and other transactions in the office and operate and cater for office machines and equipments.
4. to identify and discriminate among alternatives available to them in the market given limited resources.

Structure of Business Education

Business education programme is structured in such a way that the courses offered both at the undergraduate and postgraduate levels acquaint its recipients or graduates to be efficient, productive, marketable and employable. Business education courses include; principles of management, basic word processing, marketing management education, introduction to computer, principles of instruction, philosophy of education, curriculum development, financial accounting, quantitative financial analysis, leadership behaviour, history and philosophy of science, business education methods, test and measurement, sociology of education, philosophy and logic, office management; educational technology, elements of business administration, practical teaching, educational administration and planning, business education statistics, business law, production management, data processing and management information system, educational psychology, research methods and data processing, business machines, cost accounting, consumer behaviour, data processing and management information system, entrepreneurship development, project evaluation, administration of vocational and technical education, Students Industrial Work Experience Scheme (SIWES), organization of primary and secondary education, comparative education, small business development, professional seminar, business education and industrial relation, sales management, business finance, manpower development, instructional strategies in business education, professional business communication, advanced financial accounting, management accounting, government accounting, contemporary issues in business education, auditing, taxation, business mathematics, business statistics, administrative theory and practice, administrative and supervision in business education, managerial economics, office information system, human resources management etc.

Skills Acquired in Business Education

Looking at the numerous identified designated goals and objectives of business education, one is convinced that business education does not only make its graduates to be professional teachers, it does also nurture and train them to be competent and productive managers and administrators of business organizations.

Business Management Skills and Employment Generation

These skills include finance, control, accounting, management, human relations, decision making, negotiation, planning and goal setting, venture launching, growth management (Epelle, Orlu & Okparanta, 2017). Business management skills include the ability to supervise business effectively, ability to source funds for running of small-scale business, knowledge of business registration, ability to plan for small-scale or medium-scale business, ability to be resourceful and creative, ability to develop skills for the gradual growth and development of firm, ability to develop skills of keeping accounting records of small-scale business, ability to redefine risk as opportunity to make use of the expertise, ability to handle crises whenever they occur, ability to identify and use market opportunities, ability to set appropriate goals, and ability to manage customers and maintain business ethics. Business management skills also encompass decision making, human relations, marketing, planning and goal setting skills (Ogwunte & Ile, 2017). Business management skills are attributes a person running a business should have to ensure its business goals are met. These skills are usually acquired through on - the - job experience or by studying them on your own time. Employers are more likely to hire employees with business management skills because such employees have knowledge on the operations of every department in a business. Business management skills also comprises planning and goal setting, human relations, decision making, management, control, negotiation, finance, marketing, managing growth, accounting and venture launch (Bumalay, Sulabo, & Ragus, 2008).

Personal Entrepreneurial Skills and Employment Generation

These skills include flexibility, risk taking, persistence, driver, imagination, competitiveness, innovativeness, inner control discipline, change orientation (Epelle, Orlu & Okparanta, 2017). In the same vein, Ogwunte and Ile (2017) identified personal entrepreneurial skills as the ability to identify challenges of personal entrepreneurship, ability to understand personal entrepreneurial regulations, ability to evaluate business ideas, ability to identify business resources, ability to understand the roles of commercial and development banks, knowledge of relevant markets and having self-confidence, knowledge of relevant machines, aggressiveness and resourcefulness, knowledge of relevant products, technical skills in specific areas, negotiating and marketing skills, persuasive, leadership and financial management skills and being answerable to oneself. According to Muhyi (2017), personal entrepreneurial skills include inner control, risk taker, innovative, change oriented, persistent, visionary leader and ability to manage change.

Personal entrepreneurial skills can encompass a large range of both soft and hard skills. Because of the many business roles entrepreneurs may take on, they may also develop a variety of different skill sets to accommodate the growth of their businesses and brands.

Developing the following skill sets can also help one develop entrepreneurial skills.

- Teamwork and leadership skills
- Communication and Listening
- Customer service skills
- Financial skills
- Analytical and problem-solving skills
- Management and organizational skills
- Critical thinking skills
- Strategic thinking and planning skills
- Branding, marketing and networking skills

To be a successful business owner, one may need to develop one's personal entrepreneurial skills (Indeed Career Guide, 2020).

Technical Skills and Employment Generation

These skills include team work, coaching skills, listening skill, technology skills, oral communication skills, writing skills, interpersonal skills, environmental monitoring skills and organizing skills (Epelle, Orlu & Okparanta, 2017). Technical skills can refer to the ability to perform tasks that require the use of certain tools, whether tangible or intangible, and the technology required to master their intended use in a variety of scenarios. Obviously, the knowledge in technical skills ability is seen as practical in nature because it allows an individual to complete a chosen task in a real not theoretical, manner. Given the growth of technology within worldwide and local economies, the need for diverse technical skills and knowledge is likely to continue to grow into the foreseeable future.

The acquisition of advanced technical skills requires specific education or training, often with practical learning components and many advanced topical elements. Technical skill requirements are listed for the majority of career fields, with the highest concentrations on engagement in areas involving scientific, technological, engineering, computational and business capabilities. Technical skills could also refer to the technical know-how and expertise needed to carry out or accomplish complex actions, tasks and processes relating to computational and physical technology as well as a varied group of other enterprises. Those who possess technical skills are often referred to as "technicians", with the expression referring to audio technicians, electronics technicians, market technicians, computer technicians, engineering technicians, those who possess technology skills and a variety of other designations. Technical skills are practical in nature, typically related to various fields (Farley, 2019).

Technical skills also refer to skills acquired by using and gaining expertise in performing physical or digital tasks. There are many different kinds of technical skills. Customarily, people working in mathematics, computer science, mechanics and information technology have used many technical skills. Today, however, many more industries rely on employees with technical knowledge. For instance, retail workers often need to know how to use point-of-sale (POS) software to do their business. Some specific examples of technical skills might include: Programming languages, Common operating systems, Project management, Technical writing, Software proficiency and data analysis.

Technical skills vary widely between businesses and job type. For computer programmers, knowledge of various coding languages is considered a technical skill. Customer service representatives may need technical skills relating to customer management and telephone systems. Teachers might need technical skills related to instructional technologies and software applications ranging from student behavior monitoring to grading. Because of the availability of software programs for financial analysis, marketing, planning and other business processes, it can be enormously beneficial to develop one's technical skills. Entrepreneurs with efficient technical skills can use software and other digital approaches for managing projects, tracking sales and revenue and measuring the performance of business growth. This skill also aids in employment generation (Indeed Career Guide, 2020).

Computer Appreciation Skills and Employment Generation

A computer basic skill involves the use of computers efficiently. Skills on the other hand can simply be put as the ability to do things well. Computer appreciation skill can be regarded as the potentials one acquires that makes him or her capable of operating and using the computer efficiently. Performing basic operations like starting a computer, using the mouse, managing various windows, etc. may seem like a puzzle to one who has never seen a computer. Allison (2016) stated that skills such as turning computer on and off, copying, deleting and renaming files are required in performing basic operations. The researcher further stressed that a computer literate teacher must be familiar with computer terms; know how computers work; be able to enter and retrieve data; know the uses of computers; able to programme a computer; know the future general direction of computers; artificial intelligence, and robotics and understand the abuse and misuse of the computer so that students will realize that such problems exists. Acquisition of these skills will enable the business studies teacher impact instructions on computer appreciation effectively.

Computer appreciation skills can be used effectively as a cognitive tool as well as an instructional media. They can be helpful in classroom by encouraging inquiry, helping communication, constructing teaching products, and assisting students' self-expression. It is impossible not to pay attention to the significant impact of technology when discussing instruction, education, or training issues. The use of computers in education opens a new area of knowledge and offers a tool that has the potential to change some of the existing educational methods. The teacher is the key to the effective exploitation of this resource in the educational system. As computer usage continues to increase in society, teachers must also prepare for the use of computers within the classroom (Gilakjanim, 2013).

Ibelegbu (2013) asserted that a computer literate graduate should have the following skills: the ability to programme and control a computer for personal, academic and professional goals; the ability to use a variety of computer applications software within a personal, academic and professional context; the ability to understand the increasing social, economic and psychological impacts that computers are having on groups and individuals; the ability to make use of ideas from computer programme and computer applications as part of an individual's strategy retrieving information, communication and problem solving. The adoption and integration of information and communication technology (ICT) into the educational programme of a country cannot be overemphasized. It has been discovered that knowledge of (ICT) usage improves human capacity in every field of human endeavour, including business transaction, industrial operations, educational programmes and activities and life in general (Achibong, Ogbeji, & Obildem, 2010). Hence, without ICT or Computer appreciation skills in this era of technology, employment generation cannot be achieved.

Employment Generation

Employment generation is the process involved in engaging the labour force in productive activities in the economy. The desired employment condition in the economy today is full employment. But in the developing country like Nigeria, it is a ruse because the dream is yet to be achieved. Full employment is a situation where there are more jobs than men. It does not mean that everybody in the labour force is employed. A condition of full employment can be said to exist if the number of unfilled vacancies is equal to the number of people who are out of work (Yusuf, 2014). Unemployment rate of 4 and 5% will be compatible with the aims of full employment in any dynamic economy. The problem of unemployment in Nigeria has given the stakeholders (government, employers of labour) sleepless nights. The phenomenon of Nigeria is unemployment which has degenerated the living condition of the masses. In realization of this, several bodies, state, federal government, UN and others, multilateral agencies have incorporated employment generation as their key target.

Employment Opportunities for Business Education Graduates

The Master of Science Degree (M.Sc) in Business Education Handbook of Chukwuemeka Odumegwu Ojukwu University (2017), outlines some employment opportunities for business education graduates. They include:

1. Teacher of Business subjects in Secondary School.
2. Administrators of Vocational / Technical Programme at Federal, State and Local Government Level.
3. Lecturers in NCE Programme in Colleges of Education or Polytechnics.
4. Lecturers in ND or HND in Secretarial Studies / Office Technology and Management (OTM), Accounting, Marketing, Business Administration in Polytechnics.
5. Lecturers (Graduates Assistant) in First Degree Programme in Business Education in Universities.

Other areas business education graduates can secure employment opportunities include:

- a. As Administrative Officers in Tertiary Institutions.
- b. As Administrative Officers in Federal and State Ministries, Agencies and Commissions.
- c. As Administrative Officers in Oil & Gas Sector, Maritime Sector, Health Sector and Banking Industries.
- d. As Managers to Business Organizations.
- e. As Public Relation Officers of Multi-National Companies.
- f. As a Bursar in Secondary Schools.
- g. As a Clearing and Forwarding Agent.
- h. As Sales Manager.
- i. As Account Officer.
- j. As Officers (Administrative Section) in the Army Force, Navy, Custom, Immigration etc.
- k. As Financial Officer
- l. As Market Research Analyst
- m. As Advertising manager

Source: Association of Business Education Students Handbook, Delta State University Chapter (2017)

Conclusion

Business Education skills such as Business management skills, Personal entrepreneurial skills, Technical skills and Computer appreciation skills are possessed by Business Education graduates for employment generation to an extent. There is significant relationship between Business Education skills and Employment generation in Nigeria. Therefore, it is pertinent that these skills acquired by business education students, should be constantly shaped in a bid to continue to enhance the student's employability in the dynamic business environs of Nigeria.

Recommendations

Based on the research so far conducted, the following recommendations are made:

1. University Authorities should establish a Business Education Skills Acquisition Centre to enable Business Education Students have practical sessions of course content to enhance their business management skills to function effectively as graduates in the world of business.
2. Employers of labour should ensure that Business Education graduates are adequately utilized and their technical skills measured. This will motivate them to improve their skills to function more skilfully in the world of business.
3. Curriculum Designers of Business Education should include a compulsory six months personal entrepreneurial skills training programme for under graduates of Business Education to enable them become highly-skilled individuals in their future work place.

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Evaluating The Impact of Business Reforms On Private Sector Growth in Rivers State, Nigeria

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Abstract

This study evaluated the impact of business reforms on private sector growth in Rivers State, Nigeria. Anchored on Institutional, Public Choice, and Systems theories, the study examined how regulatory, fiscal, and infrastructural reforms have influenced enterprise development, productivity, and sustainability. A correlational ex post facto research design was adopted, involving a population of 42,800 registered private enterprises and a stratified sample of 400 respondents drawn from key business clusters. Data were collected using a validated questionnaire ($\alpha = 0.87$) and analyzed with descriptive statistics, Pearson's correlation, and multiple regression at a 0.05 significance level. Findings revealed significant positive relationships between regulatory reforms and business establishment ($r = 0.56, p < 0.05$), as well as between infrastructural and financial reforms and private sector productivity ($r = 0.52, p < 0.05$). Collectively, these reforms explained 41% of the variance in private sector growth ($R^2 = 0.41$), with regulatory reforms having the greatest predictive effect. The study concludes that while reforms have improved the business climate, challenges remain in policy consistency, institutional coordination, and financial accessibility. It recommends stronger legal frameworks, capacity building for reform agencies, infrastructural investment, and enhanced stakeholder collaboration to sustain private sector-led growth and economic diversification in Rivers State.

Keywords: Business reforms, Private sector growth, Regulatory framework, Fiscal policy, Infrastructural development, Institutional governance, Economic diversification

Introduction

Business reforms are essential for economic transformation and sustainable development, especially in developing countries like Nigeria. These reforms involve simplifying regulations, adjusting fiscal policies, improving infrastructure, liberalizing the financial sector, and restructuring institutions to boost private sector performance (World Bank, 2020; OECD, 2019). Globally, private enterprises drive economic growth, playing a significant role in job creation, innovation, and productivity. In Nigeria, the private sector represents over 85% of employment and nearly 70% of GDP (National Bureau of Statistics [NBS], 2024). However, it faces obstacles like bureaucratic hurdles, policy inconsistencies, poor infrastructure, and weak enforcement (Adebisi & Gbegi, 2021; Okon & Essien, 2022). Since returning to democracy in 1999, Nigeria has launched several business reforms to foster a more favorable environment for the private sector. Key initiatives include trade liberalization, financial deregulation, corporate governance changes, tax reforms, and establishing agencies like the Corporate Affairs Commission (CAC) and the Presidential Enabling Business Environment Council (PEBEC). These efforts aimed to simplify business processes, increase transparency, and enhance Nigeria's competitiveness (PEBEC, 2022). However, the impact of these reforms, particularly in resource-rich areas like Rivers State, is uneven and insufficiently studied (Ekpenyong & Mbat, 2020).

Rivers State, the oil and gas hub of Nigeria, has a diverse range of private enterprises. The state government is pursuing various reforms to diversify the economy beyond oil, such as creating the Rivers State Microfinance Agency (RIMA), introducing the Rivers State Investment Promotion Agency (RIPA), simplifying taxes, and launching infrastructure projects to attract investment (Rivers State Ministry of Commerce and Industry [RSMCI], 2023). Nonetheless, challenges like high taxation, poor infrastructure, inadequate institutional capacity, and inconsistent policies persist for entrepreneurs and investors (Eze, 2022; Amah & Chukwu, 2021), often limiting the effectiveness of reforms and sustainable private sector growth.

Research in developing countries indicates that effective business reforms result in tangible benefits like increased business formation, productivity, and job creation (Foster et al., 2018; Anyanwu, 2020). Conversely, poorly executed reforms can worsen inequality and deter investment (Uzonwanne, 2022). While there are national studies on business reform impacts in Nigeria (Adewale & Olayinka, 2020; Eboh, 2021), few have explored their effects at the state level, where implementation and business dynamics are most evident. This research evaluates the impact of business reforms on private sector growth in Rivers State, Nigeria, focusing on micro and macro enterprises from 1999 to 2024.

Statement of the Problem

Even after more than twenty years of opening up the economy and making reforms, the growth of the private sector in Rivers State hasn't really kept up with all the changes that were hoped for. The National Bureau of Statistics (2024) says that even though Rivers State adds about 8.6% to Nigeria's GDP, the productivity in the private sector is still lagging behind the national averages in major industries that aren't oil-related. Entrepreneurs are still struggling to get licenses, access credit, face bureaucratic hold-ups, and deal with poor infrastructure, even with all the reforms (RSMCI, 2023; Adebisi & Gbegi, 2021). Plus, the clash between federal and state policies often leads to confusion or problems, making it harder to do business (Okon & Essien, 2022).

While initiatives such as the "Ease of Doing Business" program initiated by PEBEC and the support provided by RIMA for businesses have contributed to simplifying the processes of registration and securing microloans, there still remains considerable ambiguity regarding the extent to which these efforts genuinely assist businesses in their development, innovation, or competitiveness within Rivers State (Eze, 2022).

A significant portion of the research conducted on business reforms in Nigeria has generally concentrated on a broader national framework, often neglecting to delve into the specifics of what is transpiring at the state level (Ekpenyong & Mbat, 2020). Consequently, this study intends to address this oversight by examining in detail how various elements of business reforms such as the regulatory environment, taxation policies, and infrastructure development—affect critical outcomes like business expansion, job creation, and overall investment within Rivers State.

Objectives of the Study

The main objective of this study is to evaluate the impact of business reforms on private sector growth in Rivers State, Nigeria, between 1999 and 2024. Specifically, it seeks to:

1. Assess the relationship between business regulatory reforms and private sector growth in Rivers State.
2. Determine the effect of infrastructural and financial reforms on private sector productivity and competitiveness in Rivers State.
3. Evaluate the combined predictive influence of regulatory, infrastructural, and financial reforms on private sector growth in Rivers State.

Research Questions

1. What is the relationship between business regulatory reforms and private sector growth in Rivers State, Nigeria?
2. How do infrastructural and financial reforms affect private sector productivity and competitiveness in Rivers State?
3. To what extent do regulatory, infrastructural, and institutional reforms jointly predict private sector growth in Rivers State?

Hypotheses

1. There is no significant relationship between business regulatory reforms and private sector growth in Rivers State.
2. There is no significant difference on the effect of infrastructural and financial reforms on private sector productivity in Rivers State.
3. There is no significant joint predictive influence of business reforms on private sector growth in Rivers State.

Significance of the Study

This study is significant for several reasons:

1. **For Policymakers:** It provides empirical evidence for assessing the effectiveness of past and ongoing business reforms and identifies priority areas for improving regulatory, fiscal, and infrastructural frameworks in Rivers State.
2. **For Business Owners and Investors:** It provides insights on how business reforms create a better environment for enterprise establishment, growth, and competitiveness.
3. **For Academia and Researchers:** It adds to academic discussions regarding local economic reforms, the effectiveness of institutions, and the growth of the private sector in developing nations such as Nigeria.
4. **For Future Policy Formulation:** It highlights the need for localized reform frameworks that match institutional capacities, stakeholder involvement, and specific developmental conditions.

Scope of the Study

This study examines business reforms in Rivers State, Nigeria, from 1999 to 2024, assessing their impact on various private sector entities, including all sizes of enterprises in manufacturing, services, trade, and construction. Key business areas analyzed include Port Harcourt, Obio-Akpor, Eleme, and Bonny Local Government Areas, where private enterprises are predominantly located.

Literature Review

Conceptual Clarifications

Business reforms are defined as intentional modifications in policies and institutional structures that are aimed at fostering an environment conducive to entrepreneurship, attracting investment, and boosting the competitiveness of the private sector. These reforms typically encompass a variety of initiatives, such as streamlining the process of business registration to make it more straightforward, revamping tax systems to enhance fairness and efficiency, improving access to credit for businesses to encourage expansion and innovation, enhancing infrastructure to support business operations, and strengthening governance institutions to ensure accountability and transparency in business transactions (World Bank, 2020). As noted by Okon and Essien (2022), the overarching goal of business reforms is to eliminate bureaucratic obstacles and structural barriers that hinder productivity among enterprises and restrict the flow of investments, thereby facilitating a more vibrant and dynamic economic environment.

Since 1999, Nigeria has been working to spruce up its business scene with some major changes. They've loosened up the rules on foreign exchange, sold off state-run businesses, updated the Companies and Allied Matters Act (CAMA), and kicked off the Presidential Enabling Business Environment Council (PEBEC) in 2016. All these moves aim to boost Nigeria's Ease of Doing Business Index and bring in more investment from home and abroad (PEBEC, 2022). But like Adebisi and Gbegi (2021) point out, just having good policies isn't enough; you also need to actually make them work, have solid institutions in place, and keep things steady regardless of who's in charge.

The private sector includes all enterprises that operate independently of the government and are involved in the production of goods and services, spanning from small and medium-sized enterprises (SMEs) to larger corporations. The progress of this sector is assessed using various indicators, including the rates of new business establishments, job creation, growth in output, and incoming investments (OECD, 2019). According to Anyanwu (2020), private sector growth is both a cause and a consequence of effective business reform.

In developing economies, a vibrant private sector contributes to job creation, innovation, and the diversification of national income sources. In Rivers State, the private sector plays a pivotal role in non-oil activities such as construction, commerce, education, and ICT services, yet continues to face challenges arising from regulatory duplication, inconsistent taxation, and limited access to finance (RSMCI, 2023).

Business Reform Dimensions

1. **Regulatory Reforms:** These reforms focus on streamlining the processes involved in business registration, licensing, and day-to-day operations in order to reduce bureaucratic hold-ups that often hinder progress. By improving regulatory efficiency, there is a notable boost in business confidence as entrepreneurs and companies feel more secure in their operations. Additionally, these reforms contribute to lowering transaction costs, making it easier and more cost-effective for businesses to engage in various activities. Overall, such enhancements in regulatory frameworks promote a more favorable environment for business growth and sustainability (Amah & Chukwu, 2021).
2. **Fiscal Reforms:** Fiscal reforms involve tax restructuring, revenue diversification, and budget transparency. When done effectively, they minimize multiple taxation and enhance enterprise profitability (Adewale & Olayinka, 2020).
3. **Infrastructural Reforms:** This aspect focuses on improving power supply, transport systems, and digital connectivity. Infrastructure enhances production efficiency and market access, particularly for SMEs (Uzonwanne, 2022).

Together, these reform dimensions determine the overall conduciveness of the business environment and shape private sector performance across industries.

Theoretical Framework

This study is underpinned by three interrelated theories that explain the nexus between institutional structures, policy reforms, and private sector outcomes:

1. **Institutional Theory (North, 1990):** Institutional Theory emphasizes that the performance of the private sector is strongly influenced by the quality and stability of formal rules, policies, and institutions. North (1990) argues that well-defined legal and regulatory frameworks reduce uncertainty and transaction costs, promoting investment and innovation. In the context of Rivers State, institutional weaknesses—such as inconsistent enforcement of tax laws and weak contract regulation—have limited the full potential of reforms.
2. **Public Choice Theory (Buchanan & Tullock, 1962):** This theory claims that government officials act in their self-interest during policymaking, leading to failures in reforms due to rent-seeking, corruption, and political interference (Krueger, 2019). In this context, it implies that business reforms in Rivers State may be ineffective if bureaucrats or political figures exploit the process for personal gain.
3. **Systems Theory (Bertalanffy, 1968):** It sees the economy as a big web of different institutions, rules, and people working together. When business changes (the stuff you put in) are done right, they're supposed to lead to better results in the private sector (the stuff that comes out) thanks to good execution, feedback, and learning from policies. But if one part of the system—like infrastructure, tax policies, or how rules are enforced—messes up, it can drag down the whole system's effectiveness. So, for the private sector to grow sustainably, we need to work together on reforms across all these different parts (Ekpenyong & Mbat, 2020).

Collectively, these theories explain that the success of business reforms depends not merely on policy design but on institutional credibility, stakeholder engagement, and systemic coherence.

Empirical Review

Empirical studies in Nigeria and other developing economies highlight varying results on the effectiveness of business reforms in driving private sector growth.

Adebisi and Gbegi (2021) conducted an in-depth investigation into the relationship between business reforms and the competitiveness of enterprises in Nigeria, utilizing time-series data that spanned from the year 2000 to 2019. Their research uncovered that ongoing tax reforms, coupled with transparent regulatory processes, had a substantial positive effect on the performance of small and medium-sized enterprises (SMEs). Nevertheless, the study also highlighted that inadequate infrastructure and persistent bureaucratic delays continued to pose significant obstacles to business expansion. In a similar vein, Ekpenyong and Mbat (2020) carried out a comparative analysis focusing on the ease of doing business at the subnational level within the South-South region of Nigeria. Their findings indicated that states that had established proactive investment promotion agencies and employed digitized registration systems saw a remarkable 23% increase in the establishment of new businesses, in contrast to those states adhering to traditional bureaucratic frameworks.

Foster et al. (2018) observed that African countries which implemented simpler processes for business registration experienced significant increases in both foreign direct investments and job creation opportunities. In a similar vein, Anyanwu (2020) emphasized that having well-defined financial practices along with access to financial resources was a more reliable indicator of success for small and medium-sized enterprises than merely having policies established.

In the context of Rivers State, Eze (2022) examined the implications following the PEBEC reforms. His findings indicated that although the duration required for registering a business has been reduced, challenges such as the presence of multiple tax obligations and the inconsistent enforcement of rules continue to hinder long-term economic development. Additionally, Amah and Chukwu (2021) pointed out that inadequate infrastructure and insufficient engagement with relevant stakeholders pose significant obstacles to the successful implementation of reforms.

Globally, the World Bank (2020) documented that sustainable business reforms in emerging economies require not only policy adjustment but also institutional learning, public-private collaboration, and the political will to maintain reform continuity across successive administrations.

The studies indicate that coherent, inclusive, and institutionally anchored business reforms can enhance private sector growth. Yet, inconsistent enforcement and fragmented implementation at the state level often undermine results—a gap this study addresses for Rivers State.

Conceptual Framework

This study posits that business reforms (independent variable) impact private sector growth (dependent variable) via three main dimensions: regulatory, fiscal, and infrastructural reforms. Institutional effectiveness mediates how these reforms lead to measurable outcomes like business establishment, job creation, and investment inflows.

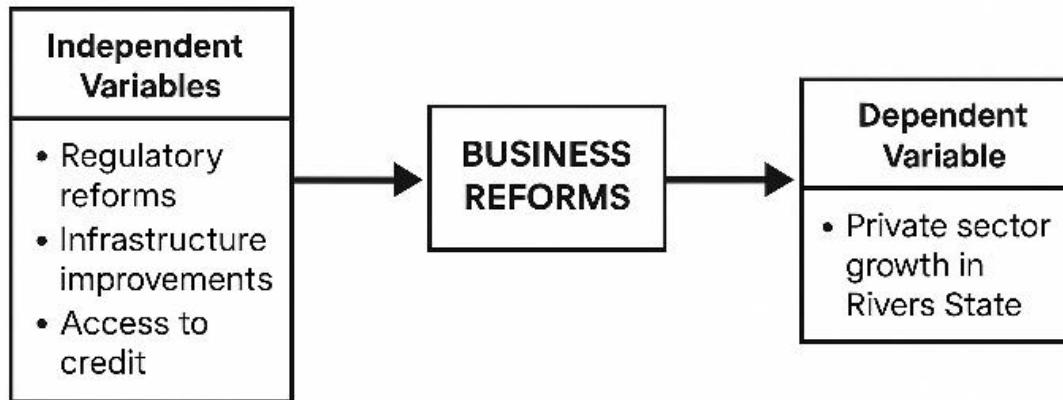


Figure 1: Conceptual Framework Showing the Relationship Between Business Reforms and Private Sector Growth in Rivers State

Source: Researcher's Conceptualization (2025), adapted from North's Institutional Theory (1990), Bertalanffy's Systems Theory (1968), and Buchanan & Tullock's Public Choice Theory (1962).

Methodology

This study adopted a correlational ex post facto research design to examine the impact of business reforms on private sector growth in Rivers State, Nigeria. The design was suitable because it allowed the researcher to establish relationships between variables without manipulation. The population comprised all 42,800 registered private enterprises operating in Rivers State (CAC & NBS, 2024), covering sectors such as manufacturing, oil and gas services, ICT, and hospitality. A sample of 400 respondents was drawn using a multi-stage stratified random sampling technique, ensuring proportional representation across major business clusters in Port Harcourt, Obio/Akpor, and Eleme. Data were collected using a validated instrument titled Business Reforms and Private Sector Growth Questionnaire (BRPSGQ), structured into sections on demographic information, reform indicators, and growth outcomes, and rated on a five-point Likert scale. Expert validation ensured content accuracy, while a pilot test yielded a Cronbach's alpha coefficient of 0.87, confirming reliability.

Data were analyzed using the Statistical Package for Social Sciences (SPSS) Version 27, employing descriptive statistics for research questions and Pearson's correlation and multiple regression analyses to test hypotheses at a 0.05 significance level. The regression model examined how regulatory, infrastructural, and governance reforms jointly predict private sector growth. The regression model, expressed as; $Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \epsilon$, examined how regulatory reforms (X_1), infrastructural and financial reforms (X_2), and institutional and governance reforms (X_3) jointly predict private sector growth (Y), while represents unobserved factors influencing growth.

Results

This section presents the findings organized according to the three research questions and their corresponding hypotheses.

Research Question One:

What is the relationship between business regulatory reforms and private sector growth in Rivers State, Nigeria?

Table 1: Descriptive Statistics of Business Regulatory Reform Indicators (N = 400)

Variable	Mean	SD	Decision
Ease of business registration	4.21	0.79	High
Tax administration transparency	4.08	0.83	High
Licensing and permit efficiency	3.97	0.87	High
Contract enforcement	3.84	0.91	Moderate
Reduction in bureaucratic bottlenecks	3.79	0.89	Moderate

Grand Mean = 3.98 (SD = 0.86)

Table 1 shows that respondents rated business regulatory reforms quite positively, with ease of business registration ($M = 4.21$) and tax transparency ($M = 4.08$) receiving the highest scores, indicating improvements in startup and tax processes. However, moderate ratings for contract enforcement and bureaucracy suggest ongoing administrative inefficiencies in some areas.

Hypothesis One:

There is no significant relationship between business regulatory reforms and private sector growth in Rivers State.

Table 2: Pearson's Correlation between Regulatory Reforms and Private Sector Growth

Variable Pair	r	p-value	Decision
Regulatory Reforms – Private Sector Growth	0.56	0.001	Significant

The correlation findings reveal a significant positive connection between business regulatory reforms and the growth of the private sector ($r = 0.56$, $p < 0.05$). As a result, the null hypothesis has been dismissed. This suggests that advancements in regulatory systems, like easier registration and clearer taxation, greatly contribute to business growth, job generation, and increased investment trust.

Research Question Two:

How do infrastructural and financial reforms affect private sector productivity and competitiveness in Rivers State?

Table 3: Descriptive Statistics of Infrastructure and Financial Reform Indicators (N = 400)

Variable	Mean	SD	Decision
Access to electricity and utilities	4.10	0.81	High
Transportation and logistics improvement	3.98	0.85	High
Access to finance and credit	3.91	0.88	High
Digital infrastructure (ICT adoption)	3.84	0.87	Moderate
Cost of business operations	3.73	0.92	Moderate

Grand Mean = 3.91 (SD = 0.87)

The respondents as shown in table 3 above, concurred that infrastructural and financial reforms have had a moderate positive effect on business operations in Rivers State, particularly in relation to electricity and transportation. Nonetheless, challenges persist concerning access to affordable financing and the elevated costs associated with conducting business. The overall average (3.91) indicates a predominantly favorable, albeit inconsistent, impact of reforms across various sectors.

Hypothesis Two:

There is no significant relationship between infrastructural and financial reforms and private sector productivity in Rivers State.

Table 4: Correlation between Infrastructure/Finance Reforms and Private Sector Productivity

Variable Pair	r	p-value	Decision
Infrastructure/Finance Reforms – Private Sector Productivity	0.52	0.003	Significant

The correlation coefficient ($r = 0.52$, $p < 0.05$) demonstrates a moderate yet statistically significant positive association between infrastructural and financial reforms and the productivity of the private sector. As a result, the null hypothesis was rejected. This implies that enhanced electricity provision, improved road conditions, and increased access to financial resources together contribute to greater business efficiency and competitiveness in Rivers State.

Research Question Three:

To what extent do regulatory, infrastructural, and institutional reforms jointly predict private sector growth in Rivers State?

Table 5: Descriptive Statistics of Reform Indicators Predicting Private Sector Growth (N = 400)

Variable	Mean	SD	Decision
Regulatory reforms	4.05	0.81	High
Infrastructure and finance reforms	3.94	0.83	High
Institutional and governance reforms	3.88	0.85	Moderate
Policy enforcement and transparency	3.83	0.87	Moderate
Stakeholder engagement and accountability	3.79	0.90	Moderate

Grand Mean = 3.90 (SD = 0.85)

As shown in Table 5, all reform dimensions were rated above average, with the highest mean scores recorded for regulatory ($M = 4.05$) and infrastructural reforms ($M = 3.94$). This suggests that while progress has been made, institutional governance reforms such as accountability and transparency remain areas requiring policy reinforcement.

Hypothesis Three:

There is no significant joint predictive effect of business reforms on private sector growth in Rivers State.

Table 6: Multiple Regression Analysis of Business Reforms on Private Sector Growth (N = 400)

Predictor Variable	β	t	p-value	Decision
Regulatory Reforms	0.34	5.42	0.001	Significant
Infrastructure & Finance Reforms	0.29	4.85	0.002	Significant
Institutional & Governance Reforms	0.27	4.38	0.004	Significant

$R^2 = 0.41$; $F(3, 396) = 64.78$; $p < .001$

The regression analysis in table 6 above, reveals that all three dimensions of reform are significant predictors of private sector growth, accounting for 41% of the variance ($R^2 = 0.41$). Consequently, the null hypothesis was rejected. Among the predictors, regulatory reforms ($\beta = 0.34$) had the greatest impact on growth, succeeded by infrastructure and finance reforms ($\beta = 0.29$) and institutional governance reforms ($\beta = 0.27$). These findings highlight that a cohesive reform strategy, which integrates regulatory simplification, infrastructure investment, and institutional transparency, is crucial for the sustained expansion of the private sector in Rivers State.

Discussion

This study aimed to assess the impact of business reforms — regulatory, infrastructural, and institutional — on private sector growth in Rivers State, Nigeria. The results indicated a strong positive correlation between reform initiatives and business development, supporting previous research on the benefits of effective economic reforms for enterprise performance (Akinola, 2020; Eze & Okechukwu, 2019). The analysis showed that enhancements in the business environment, like clear taxation, fewer bureaucratic hurdles, and dependable infrastructure, significantly aid firm survival, productivity, and growth.

The first finding revealed a strong positive relationship between regulatory reforms and growth in the private sector, with a correlation coefficient of 0.56 ($p < 0.05$). This indicates that changes aimed at streamlining business registration, licensing, and tax processes have lowered entry barriers and boosted investor confidence in Rivers State. This aligns with the World Bank's 2020 report, which points out that simplifying administrative tasks and improving contract enforcement can lead to higher rates of new business formation in sub-Saharan Africa. Likewise, Obi and Effiong (2021) observed that the efforts made by the Presidential Enabling Business Environment Council (PEBEC) to simplify regulatory procedures have positively affected the ease of doing business in Nigeria. Therefore, these results support the principles of Systems Theory (Bertalanffy, 1968), which argues that effective coordination among various subsystems—like regulatory agencies, investment organizations, and legal frameworks—can enhance overall system efficiency and lead to better organizational results.

The second key finding revealed a moderate yet significant link between infrastructural and financial reforms and the productivity of the private sector ($r = 0.52$, $p < 0.05$). This supports the work of Adeleke (2021), who identified that investments in infrastructure—especially in electricity, roads, and information and communication technology—are essential for the growth of companies in Nigeria's industrial areas. In addition, Ogunleye and Adeyemi (2020) found that reforms aimed at improving access to finance, such as credit facilities, support programs for small and medium-sized enterprises, and interventions led by banks like the CBN's Anchor Borrowers' Scheme, have a positive impact on business sustainability and performance. However, the ongoing issue of high operational costs for businesses, highlighted by moderate responses related to costs, echoes the findings of Nwosu and Okeke (2022). They noted that unreliable power supply and logistical challenges continue to hinder the competitiveness of firms, despite the efforts made to implement reforms. These findings affirm Human Capital Theory (Becker, 1964), emphasizing that infrastructure and finance serve as enabling resources that multiply the productivity of human and entrepreneurial capital.

The third key finding of this study revealed a compelling relationship between various business reforms and the growth of the private sector. When these reforms were analyzed collectively, they were found to significantly predict private sector expansion, accounting for approximately 41% of the variance observed in growth patterns ($R^2 = 0.41$). This outcome aligns with the research conducted by Ibrahim and Yusuf in 2023, which demonstrated that a coordinated approach to reforms that spans regulatory, institutional, and infrastructural dimensions can result in measurable improvements in investment flows at the subnational level.

In examining the present study's regression coefficients, it is particularly noteworthy that regulatory reforms emerged as having the most substantial predictive effect, with a coefficient of $\beta = 0.34$. Following closely behind were infrastructural reforms and governance reforms, which exhibited coefficients of $\beta = 0.29$ and $\beta = 0.27$, respectively. This ranking of the reform types highlights an important insight: while improving infrastructure and strengthening institutions are undeniably critical for overall growth, it is actually the clarity and predictability of regulatory frameworks that serves as the most immediate driver for fostering growth in economies that are undergoing reform.

Furthermore, Oseni, (2020) echoed this sentiment, asserting that having predictable regulations and transparent enforcement mechanisms is essential for building private sector confidence. Such conditions are fundamental for attracting long-term investments, as they create an environment in which businesses can operate with certainty and assurance. Ultimately, these findings underline the necessity of prioritizing regulatory improvements as a strategy for stimulating economic growth in emerging markets. The finding that institutional and governance reforms also contribute significantly to growth reinforces Institutional Theory (Meyer & Rowan, 1977), which argues that legitimacy and trust in institutions are essential for sustainable economic performance.

In Rivers State, efforts to streamline business registration through the Corporate Affairs Commission (CAC) portal, digital land documentation, and anti-corruption frameworks have improved governance visibility, though challenges of enforcement and bureaucratic inertia remain. Olowu (2019) and Ajayi (2021) both observed that weak institutional accountability often undermines reform gains in Nigerian subnational economies, limiting the full realization of their developmental impact.

Collectively, these findings reveal that while business reforms in Rivers State have recorded progress in regulatory simplification and infrastructure provision, implementation gaps persist in institutional coordination and financial accessibility. This mirrors national trends identified by Eboh and Nwankwo (2020), who stressed that reforms in Nigeria often face discontinuity due to leadership changes, limited stakeholder engagement, and political interference. Hence, the study supports the call by Okojie (2022) for a shift toward localized reform frameworks that align with regional economic contexts, institutional capacities, and stakeholder participation.

In theoretical terms, the results substantiate Systems Theory, Human Capital Theory, and Institutional Theory — demonstrating that the private sector grows most effectively when legal, infrastructural, and institutional subsystems operate coherently. Practically, the study provides evidence that continuous and data-driven business reforms, grounded in local realities, can strengthen entrepreneurship and economic resilience in Rivers State and similar emerging regions.

Conclusion

This study explored how business reforms have affected private sector growth in Rivers State, Nigeria. The results indicated that reforms related to regulations, infrastructure, and institutions have greatly enhanced the business climate since 1999, accounting for 41% of the growth in the private sector. Among these, clarity in regulations and simplification of administrative processes had the most significant impact, followed by improvements in infrastructure and governance.

The study concludes that reforms are only effective when laws, institutions, and policies work together harmoniously. Although some advancements have been made, there are still shortcomings in areas such as access to finance, accountability of institutions, and consistency in policies. The findings align with Systems Theory, Human Capital Theory, and Institutional Theory, highlighting that a cohesive and transparent reform framework is essential for economic growth, boosting investor confidence, and promoting sustainable development. To maintain this progress, it is vital to ensure continuity, implement reforms at the local level, and monitor outcomes based on evidence.

Recommendations

Based on the findings and conclusions of this study the following were recommended:

1. **Legislate Reform Frameworks:** Enact state-level business enabling laws to ensure continuity and reduce bureaucratic reversals.
2. **Strengthen Institutions:** Build the capacity of agencies like RSIPA and CAC through digital reforms, performance audits, and staff training.
3. **Improve Infrastructure and Finance:** Expand power, transport, and ICT facilities while enhancing SME access to credit through public-private partnerships.
4. **Enhance Coordination:** Establish a unified reform council to harmonize state policies and avoid duplication.
5. **Promote Stakeholder Dialogue:** Engage business associations in reform planning to enhance transparency, accountability, and local ownership, ensuring reforms reflect business needs and strengthen links with the local economy.
6. **Adopt Data-Driven Monitoring:** Use regular reform scorecards to track investment flows, job creation, and business registration trends.
7. **Foster Human Capital Development:** Incorporate education on entrepreneurship and business reform into higher education programs to foster ongoing innovation.

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Influence of Facebook Advertising On the Patronage of Jumia Products: A Study in Warri

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Abstract

This work examined the influence of Facebook advertising on the patronage of Jumia products: a study in Warri. The objectives of the study are to find out if Jumia Facebook adverts has influence on the level of patronage of Jumia products amongst Warri residents and to ascertain whether Jumia Facebook adverts affects sales returns of advertised Jumia products. The design of the study is the descriptive survey method through which questionnaire was designed for respondents. The population of this study comprised of Warri residents who were 18years and above, put at 536,023 out of which a sample size of 120 was derived. The instrument used for data collection was the questionnaire and this was distributed to respondents who were users of Facebook and had knowledge of Jumia products. The instrument's content and face validity were verified through expert evaluation by professionals in mass communication. Reliability was determined through Cronbach's alpha, yielding a coefficient of [α = 0.81], validating the internal consistency of the tool. The data collection instrument used in collecting data was questionnaire on the influence of Facebook advertising on the patronage of Jumia products in Warri. The researcher administered 120 copies of the questionnaire to the respondents and 100 were retrieved and used as basis of analysis for this study. Data collected through the questionnaires were analyzed using descriptive statistics such as frequencies and percentages. Findings from the study showed that Jumia Facebook adverts affects sales returns and level of patronage of advertised Jumia products; thus, Facebook adverts is a formidable tool for creating awareness of the various Jumia products; thereby providing current information on available Jumia products. Jumia Facebook adverts therefore increases sales by causing the targeted audience (in this case Warri residents) to develop positive buying behavior towards Jumia advertised products. It was therefore recommended that advertisers and marketers of brands of products should adopt a holistic approach while designing their advertising campaigns; online and conventional media types should be used in their campaigns.

Keywords: Facebook, Facebook Advertising, Social Media, Jumia, product, patronage, buying behavior

Introduction

Recent developmental strides in the field of communication technology has taken marketing to a different height where every committed marketing enterprise should be proactive and concerned about their communication growth strategies if they are to remain competitive in contemporary marketing space. This is correct because a careful look at how marketing operations are conducted today, especially in the area of marketing communication and advertising, indicate that there is a significant paradigm shift in terms of advertising modus operandi and customer service strategies (Ebitu, 2016). According to Jashari and Brustemi (2017), internet and social media usage has revolutionized consumer behavioural pattern, methods of patronage, access to information and consumption. This calls for a serious concern to every dedicated marketing outfit. Social media advertising has significantly altered the communication equation among online users and other products consumers which ultimately influence their pattern of patronage. Few years ago, the practice of marketing was done offline and a great percentage of business organizations were successful without internet and social media advertising. Today, all of that have changed. Social media plays a significant role in contemporary business organizations both from the perspective of businesses and consumers.

The present era has been coupled with a massive technological advancement. Virtually all aspects of all walks of life have experienced some technological innovation. From Agricultural activities to Sporting activities, to business activities, the educational sectors and among others are all beneficiaries of these technologies. Without no doubt, one of the fields that has enjoyed massively with the introduction of technologies is the business sector. This is evident from the significant improvement of business activities and a greater number of innovative ideas that has pop-out with the advent of technologies. The internet has immensely changed the way information is shared and it has had a greater impact on business as far as e-marketing is concerned. Online marketing is becoming more powerful everyday as an increasing number of businesses is taking advantage of it (Ray and Jones, 2009).

In today's technology driven world, social media has become an avenue where business operatives can extend their marketing campaigns to a wider range of consumers. Aligwe et al. (2017), observed that the growth of social media has become important communication channels and virtual communities have emerged that may never meet in the physical world but nevertheless can affect behavior including purchasing decisions. Social media is commonly associated with social networks such as Facebook, My Space, LinkedIn (Boyd and Ellison, 2007). Additionally, social media has recently outpaced email as the most popular online activity and has enabled consumers to connect with others by sharing information, opinions and thoughts about products and brands (Achunam, 2018).

It is widely believed that youths dominate Facebook accounts (Su, 2010) and Facebook is, therefore, seen as a good channel for advertisements of youth-oriented products. Water (2010) opines that, "Due to lack of censorship on the Internet, there has been a growing global concern about the nefarious activities of some Internet users which has made most people to avoid advertisements placed on the Internet".

In line with the above statement by Waters, many Internet users, including Facebook users, may be afraid to access advertisements placed on Facebook because of lack of trust or because the ads take them entirely away to a different site from Facebook where they are having social interactions. Knowing fully well that advertisers spend money to advertise their products on Facebook and if these products are not accessed or patronized, they will not get value for their money, the researcher therefore sought to investigate whether these advertisements are accessed by Facebook users; in this case, Warri residents, and whether the advertisements influence them to buy Jumia products.

It is evident from statistics that businesses can take a greater advantage of the internet and social media usage and reach out to more customers through online or internet marketing, cross-border e-commerce and others. As Dominick (2011) noted, "global e-commerce came to account for approximately \$250 billion online spending by 2008, from being non-existent in 1990s". E-commerce activities include advertising and other marketing activities are carried out online to sell products and services directly from websites such as Amazon, E-bay, Alibaba, Jumia, Konga and other platforms through which buyers can buy products. Through the Internet, businesses deal directly with the potential buyer without going through a middleman. And such is done in several ways including providing information, entertainment and also pushing advertisements to the user, while also providing the user the opportunity to interact with the product and the marketers. This forms the basis on which the research work is formed. Thus, this study will evaluate the influence of Facebook advertising on the patronage of Jumia products: a case study of Warri metropolis.

Statement of Problem

Advertising has remained an effective tool in boosting purchase intention and actual sales in every company. For this purpose, it has been used by several companies to attract buyers. Due to the high level of social media use among netizens, it becomes a good place to make online adverts with the intent to increase patronage, sales and in the end maximize profit-making. Social media advertising is an imperative modern marketing strategy adopted by business organizations to massively advertise their products, create awareness, encourage customer preference and customer patronage. The reason social media advertising is so powerful is because it is a two-way communication which allows consumers not only to read or view campaigns, but to also forward or share the campaign to their friends and families, thereby enhancing the credibility degree of the advertising appeal (Ellen, 2012). As a social networking site, Facebook provides people with the tools and opportunity to be of international communities that share opinions and contents and communicate directly with one another or to other large communities (Akpan et al., 2015).

However, a major challenge here is that the products advertised on these social media platforms (for example, Facebook) may not be same in quality or quantity as portrayed during adverts online (Facebook). This variation tends to minimize the possibility of online buyers to patronize products advertised online. More so, this may lead to increasing sales returns, as the products purchased may seem not to appeal well to user(s), differing in quality or quantity as against how it was initially portrayed in online adverts. This is also applicable in the case of Jumia and adverts of Jumia products under categories such as home & office, phones & tablets, health & beauty, electronics, computing, grocery, garden & outdoors, automobile, sporting goods, gaming, and baby products. Thus, this study intends to examine the influence of Facebook advertising on the patronage of Jumia products among residents in Warri, Delta State.

Objectives of the Study

The general objective of the study is to examine the influence of Facebook advertising on the patronage of Jumia products. However, the specific objectives of the study are:

1. To ascertain how effective Facebook advert is in promoting and creating awareness of products
2. To find out if Jumia Facebook adverts boost patronage of Jumia products
3. To determine whether Jumia Facebook adverts affect sales of advertised Jumia products

Research Questions

The following research questions were formulated from the objectives of the study thus:

1. How effective is Facebook advert in promoting and creating awareness of products?
2. Do Jumia Facebook adverts boost patronage of Jumia products?
3. To what extent do Jumia Facebook adverts affect sales of advertised Jumia products?

Conceptual Meaning of Facebook Advertisement

Facebook advertising is an incredible advertising system that uses a giant social network coupled with advanced technology to serve ads. It allows businesses to create catchy and well-designed ads and tailor them to a precisely targeted audience at a low cost. Facebook's advertising model functions on the ubiquitous "pay-per-click" model which has become the single biggest system for internet advertising. The reasons why PPC is important are also the same benefits of Facebook advertising: it's affordable, effective, and fast (Fahad, 2023).

Facebook Ads is the advertising platform of the social network Facebook that aims to promote products and services through publications or ads of text, image or video. It is a marketing channel widely used by companies due to its large audience (about 2,200 million people) and its great possibilities of segmentation. Its operation is simpler than that of search engine advertising, so it has become a tool widely used by small businesses looking for limited promotions geographically and over time. However, as with any digital marketing channel, it is more effective for an expert to design and monitor campaigns in Facebook Ads. There are several advertising formats on Facebook recommended to use depending on the objectives pursued by the advertiser (Neil, 2021). It is worthy to note that Facebook Ads are characterized by certain benefits and limitations.

Theoretical Framework

The Cognitive Response Theory was the theoretical framework on which this study was built. The cognitive response model of persuasion locates the most direct cause of persuasion in the self-talk of the persuasion target, rather than the content of the message. Anthony Greenwald first proposed the theory in 1968. The cognitive response theory is a theory postulating that attitude change occurs primarily as a function of people's evaluative responses to attitude-relevant information. Such responses include inferences generated about the information, assessments of its validity, and other evaluative reactions that may or may not be cognitive in nature (e.g., emotional responses). This theory holds that it is primarily the number and valence of these responses, rather than memory for the information itself, that determines the magnitude and duration of attitude change (Kenrick et al, 2009).

Research supporting the model shows that persuasion is powerfully affected by the amount of self-talk that occurs in response to a message. The cognitive response model suggests that effective messages should take into account factors that are likely to enhance positive cognitive responses to the receivers. Counterarguments, in contrast, are negative cognitive responses that prohibit persuasion. Factors that reduce counterarguments include communicator expertise and insufficient time and ability to formulate counterarguments. Such tactics are often used in interrogations (Eagly and Chaiken, 1993). The implication of the cognitive response model to this study suggests that effective messages (Facebook adverts) should take into account factors that are likely to enhance positive cognitive responses to the receivers. To this effect, the Jumia Facebook adverts tends to alter the level of patronage of the advertised Jumia products. Thus, the Facebook advertisements will enlighten its target online audience (Warri residents) on the availability of Jumia products, thereby increasing the level of sales and patronage of Jumia advertised products.

Methodology

The research design used in this project was the descriptive survey research design. The population size was put at 536,023 and constitute residents in Warri Metropolis who were 18years and above. The sample size of 120 was gotten from the population of the study in such a way that it will be a representative of four chosen areas in Warri metropolis which are: Deco Road, Ubeji Road, Edjeba Road and Ajamimogha Road. In order for the sample to adequately represent the population and to enable the researcher draw a valid conclusion based on the sample studied, the simple random sampling method was used by the researcher. In this case, selected members of the public (residents of Warri metropolis) were randomly selected for the study. The major instrument of data collection used in this research study was questionnaire with the title 'Influence of Facebook Advertising on the Patronage of Jumia Products'. The questionnaire covered all related areas and contained different types of questions in order to create varieties that may interest the respondents so as to elicit relevant data of this study. The data collected was presented in a tabulated form in order to enable the researcher determine the results. Data collected was analyzed by use of simple percentage analysis.

Results

The researcher administered 120 copies of the questionnaire to the respondents, only 100 were retrieved and used as basis of analysis for this study.

Table 1: Warri residents are familiar with Jumia Facebook adverts

Responses	No of Respondents	Percentage (%)
Strongly agree	30	30
Agree	25	25
Undecided	10	10
Disagree	15	15
Strongly Disagree	20	20
Total	100	100

From the table above, it shows that 30(30%) strongly agree that Warri residents are familiar with Jumia Facebook adverts, 25(25%) agree, 10(10%) are undecided, 15(15%) disagree while 20(20%) strongly disagree. This table shows that majority of the respondents (30%) strongly agree that residents of Warri are familiar with Jumia Facebook adverts.

Table 2: Jumia Facebook advert affects sales returns of advertised Jumia product

Responses	No of Respondents	Percentage (%)
Strongly agree	40	40
Agree	45	45
Undecided	-	-
Disagree	10	10
Strongly Disagree	5	5
Total	100	100

From the table above, it shows that 40(40%) strongly agree that Jumia Facebook advert affects sales returns of advertised Jumia product, 45(45%) agree, 10(10%) disagree, while 5(5%) strongly disagree. This table shows that majority of the respondents (45%) agree that Jumia Facebook adverts affects sales returns of advertised Jumia products.

Table 3: Warri residents develop positive buying behaviour towards Jumia products as a result of Jumia Facebook adverts

Responses	No of Respondents	Percentage (%)
Strongly agree	27	27
Agree	39	39
Undecided	5	5
Disagree	19	19
Strongly Disagree	10	10
Total	100	100

From the table above, it shows that 27(27%) strongly agree that Warri residents develop positive buying behaviour towards Jumia products as a result of Jumia Facebook adverts, 39(39%) agree, 5(5%) are undecided, 19(19%) disagree while 10(10%) strongly disagree. This table shows that majority of the respondents (39%) are of the opinion that Warri residents develop positive buying behaviour towards Jumia products as a result of Jumia Facebook adverts.

Table 4: Jumia Facebook adverts has influence on the level of patronage of Jumia products amongst Warri residents

Responses	No of Respondents	Percentage (%)
Strongly agree	21	21
Agree	28	28
Undecided	2	2
Disagree	32	32
Strongly Disagree	17	17
Total	100	100

From the table above, it shows that 21(21%) of the total respondents strongly agree that Jumia Facebook adverts has influence on the level of patronage of Jumia products amongst Warri residents, 28(28%) agree, 2(2%) are undecided, 32(32%) disagree while 17(17%) strongly disagree. This table shows that majority of the respondents (32%) disagree with the notion that Jumia Facebook adverts has influence on the level of patronage of Jumia products amongst Warri residents.

Table 5: Jumia Facebook adverts is a formidable tool for creating awareness of the various Jumia products amongst Warri residents

Responses	No of Respondents	Percentage (%)
Strongly agree	23	23
Agree	30	30
Undecided	12	12
Disagree	16	16
Strongly Disagree	19	19
Total	100	100

From the table above, it shows that 23(23%) of the total respondents strongly agree that Jumia Facebook adverts is a formidable tool for creating awareness of the various Jumia products amongst Warri residents, 30(30%) agree, 12(12%) are undecided, 16(16%) disagree, while 19(19%) strongly disagree. This table shows that majority of the respondents (30%) agree that Jumia Facebook adverts is a formidable tool for creating awareness of the various Jumia products amongst Warri residents.

Table 6: Jumia Facebook adverts provides current information on available Jumia products

Responses	No of Respondents	Percentage (%)
Strongly agree	40	40
Agree	45	45
Undecided	5	5
Disagree	5	5
Strongly Disagree	5	5
Total	100	100

From the table above, it shows that 40(40%) strongly agree that Warri residents feel that Jumia Facebook adverts provides current information on available Jumia products, 45(45%) agree, 5(5%) are undecided, 5(5%) disagree while another 5(5%) strongly disagree. This table shows that majority of the respondents (45%) are in support of the opinion that Jumia Facebook adverts provides current information on available Jumia products.

Table 7: Warri residents patronize Jumia products due to Jumia Facebook adverts seen on social media platforms

Responses	No of Respondents	Percentage (%)
Strongly agree	32	32
Agree	38	38
Undecided	8	8
Disagree	10	10
Strongly Disagree	12	12
Total	100	100

From the table above, it shows that 32(32%) strongly agree that Warri residents patronize Jumia products due to Jumia Facebook adverts seen on social media platforms, 38(38%) agree, 8(8%) are undecided, 10(10%) disagree while 12(12%) strongly disagree. This table shows that majority of the respondents (38%) agree that Warri residents patronize Jumia products due to Jumia Facebook adverts seen on social media platforms.

Table 8: Jumia Facebook adverts on social media platforms increases the sales of the advertised products

Responses	No of Respondents	Percentage (%)
Strongly agree	40	40
Agree	45	45
Undecided	-	-
Disagree	10	10
Strongly Disagree	5	5
Total	100	100

From the table above, it shows that 40(40%) strongly agree that Jumia Facebook adverts on social media platforms increases the sales of the advertised products, 45(45%) agree, 10(10%) disagree, while 5(5%) strongly disagree. This table shows that majority of the respondents (45%) agree that Jumia Facebook adverts on social media platforms increases the sales of the advertised products.

Discussion of Findings

Findings from table 1 revealed that majority of the residents of Warri are familiar with Jumia Facebook adverts and must have come across these adverts while on Facebook. Findings from study by Akpan et al. (2015) agrees with findings from the study in which it was asserted that a majority of the respondent's access advertisements on Facebook and see them as being targeted at the youths. Another supporting study done by Christian et al. (2024) agrees with the present study which opined that social media like Facebook, Twitter, Instagram, YouTube, and WhatsApp have been increasing day by day and the acceptance rate has been on the increase. Aligwe et al. (2017) asserted that knowledge of online advertising and purchases among social media users in South-East, Nigeria, is related to their use of social networking platforms and the level of knowledge about online advertising among social media users in South-East, Nigeria is not significantly related to their patronage of advertised products.

The findings from table 2 show that majority of the respondents are of the opinion that Jumia Facebook adverts affects sales returns. This aligns with findings from Okolo et al. (2018) who highlighted that online advertising has no significant influence on consumer brand recall. Another supporting study conducted in Okorie et al. (2020) revealed that the level of awareness of online marketing, the factors that influence online shopping behavior of consumers, the level of patronage of the online stores and the degrees of challenging faced by online customers of Jumia and Konga, used to influence online marketing of Jumia and Konga on Consumer Purchasing Behaviour.

Findings from table 3 revealed that majority of the respondents within Warri metropolis opined that they do not develop positive buying behaviour towards Jumia products as a result of Jumia Facebook adverts. This disagrees with study done by Chandwani and Bhome (2018) who asserted that consumers have moved away significantly from the traditional method of advertising to social media adverts as they are currently more interested in social advertising. Customers are more comfortable with social media because it brings about brand awareness and brand image can be endorsed on that platform. Another study done by Ellen (2012) showed that social media marketing enables companies to achieve a better understanding of customer needs in order to build effective relationships. Another study by Moriarty et al (2009) opined that "social networking sites are so attractive and appealing to marketers because they engage the power of relationships as a result, network members are more likely to respond to message on the sites, including advertisements, if they are effective at becoming part of the social context. Marketers are interested because these relationships also are influential in consumer decision making".

From table 4, it was revealed that Jumia Facebook adverts do not really have great influence on the level of patronage of Jumia products amongst Warri residents. This is consistent with study done by Ellen (2012) who insisted that social media advertising had a significant positive effect on customer patronage of cosmetics in Detroit. Another study done by Christian et al. (2024) do not align with studies from the present study. It was opined that there is no significant relationship between Facebook marketing and consumer patronage of fast foods in Calabar Metropolis; also, there is no significant relationship between Instagram marketing and consumer patronage of fast foods in Calabar Metropolis; that there is significant relationship between YouTube marketing and consumer patronage of fast foods in Calabar Metropolis; specifically, that there is significant relationship between WhatsApp marketing and consumer patronage of fast foods in Calabar Metropolis.

From table 5, it was shown that Jumia Facebook adverts is a formidable tool for creating awareness of the various Jumia products amongst Warri residents. This finding is consistent with Okolo et al. (2018) that asserted that online advertising significantly influences customers brand awareness. Another study done by Isreal and Oguche (2018) asserted that there is a relationship among perception, knowledge and advertising based on social media message by students of Kogi State University Anyigba. Findings from the present study is consistent with findings from study done by Ellen (2021) who highlighted that while considering the various advantages of social media adverts, business organizations all over the world are now harnessing social media platforms like Facebook, WhatsApp, Twitter, Instagram, YouTube, and micro blogs to advertize their products and services to intended targets.

From table 6 shows that Jumia online adverts help in providing current information on available Jumia products. This aligns with study done by Ellen (2012) who asserted that the advantage for advertisers is that their advertisements can reach people who are interested in the product or service, while the advantage for users is that they can see advertisements that appeal to them. Another study carried out by Can and Kaya (2016) opined that Facebook advertising is the principal component of integrated marketing communications that bring information about a product, service or brand to the target and/or mass media audience. Another study by Okorie et al. (2020) in agreement with the present study, asserted that the objectives of advertising, include: to inform target market about any pertinent information, to build interest in new products, new technology, and new companies, to be a constant reminder to customers.

Table 7 portrayed that Warri residents patronize Jumia products due to Jumia Facebook adverts seen on social media platforms. This finding tallies with those of Jimada (2018) who iterated that there is significant difference in the perception of consumers towards online fast food shopping. Advertising on Facebook and Twitter messages influence consumer patronage (Okolo et al., 2018). Also, Nyekwere et al. (2013) observed that goods and services advertised on social media attract huge consumer patronage. A different study conducted by Chukwu and Ifediora (2014) revealed that social media (Facebook and Twitter messages) influenced consumer patronage of online shops significantly.

Result from table 8 showed that Jumia Facebook adverts on social media platforms increases the sales of the advertised products. A study done by Christian et al. (2024) agrees with those of the present study. The study revealed that using social media offers opportunities for businesses because of the significant user base and because social media supports interaction with consumers, employees, and other stakeholders versus traditional media, which is one-way communication. Another study done by Gangadharbatla (2008) argues that Facebook is funded by sales of advertisement specially targeted to the person.

Conclusion

Social media marketing is considered one of the effective ways of promoting business, and when it is on popular social media platforms, Facebook is widely used. It is not just a saying that Facebook is the most popular social networking platform. Facebook has become a powerful advertising platform for businesses. From the statistics as well, we get clear evidence of the accuracy of what is claimed. Among the social media platforms, Facebook was the first to cross one billion registered accounts and it has currently over 2.89 billion monthly active users. Facebook's daily active user count increased a little from the first quarter of 2022 to 1.96 billion during the second. There is plenty of statistical data standing as clear evidence of the popularity of Facebook. Small businesses are choosing Facebook and advertisers actively using it to promote their businesses.

In order to maximize market share, a business must take its advertising to the next level and move into commercials on social media platforms. Commercials on social media platforms are used to spark interest in a product or service; without advertisement, the majority of companies, products and services would not maximize their ability to reach mass markets. To globalize a product or to demonstrate a strong market presence, companies will pay for advertising space to effectively reveal their products or services to the general public. In conclusion, the Jumia Facebook adverts prompts high patronage of the advertised products.

Recommendations

From the study undergone, the researcher therefore proffers these recommendations as follows:

1. Advertisers and marketers of brands of products should adopt a holistic approach while designing their advertising campaigns. Online and conventional media types should be used in their campaigns.
2. Adequate research efforts should be carried out by advertisers and owners of brands of products to determine appropriate media types to use, and online websites which they can use to expose their brands of products to their potential users.
3. Besides advertising through their own websites, advertisers can also carry out campaigns on popular blogs and online publications for adequate exposure and reach to the diverse users of the Internet.

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Digital Accounting Information Reporting and Stakeholder's Confidence of Quoted Deposit Money Banks in Nigeria.

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Abstract

This study examines the relationship between digital accounting information reporting practices and stakeholder confidence in listed Deposit Money Banks in Nigeria from 2015 to 2024. It specifically analyses the effects of accounting software usage and cloud computing adoption on financial reporting quality and risk perception. A descriptive correlational research design and a survey research design were employed. The population of this study comprised all quoted deposit money banks licensed in Nigeria. Using data from Nigerian banks, the study applies econometric models, including Error Correction Models and long-run analyses, to evaluate both short- and long-term impacts of these practices. The findings show that accounting software and cloud computing adoption significantly improve financial reporting quality and reduce risk perception, leading to greater stakeholder confidence and market stability. The study underscores the importance of digital technologies in enhancing operational efficiency and transparency in the Nigerian banking sector. It also offers insights for financial institutions in emerging economies and recommends policy improvements and further research on technological adoption and financial reporting. This research contributes to the literature on digital transformation in accounting and provides a methodological framework for future studies.

Keywords: Digital accounting, software usage, cloud computing accounting, stakeholders' confidence, financial reporting quality, risk perception.

Introduction

Digital accounting information reporting has become essential to modern business operations. Due to technological advancements, companies increasingly depend on digital platforms to manage financial data and communicate it to stakeholders. This expository essay explores the significance of digital accounting information reporting and its influence on the business world. A primary benefit of digital accounting information reporting is its efficiency and accuracy. Utilising digital platforms enables companies to streamline accounting processes and minimize the likelihood of errors. According to Smith and Jones (2020), digital accounting systems improve the accuracy of financial reporting by eliminating manual data entry and calculations. This does not only save time but also ensures that financial information is reported correctly to stakeholders. Furthermore, digital reporting allows for real-time access to financial data. While traditional methods required companies to wait until the end of a reporting period, digital systems provide instant access. This capability empowers businesses to make informed decisions quickly and adapt to evolving market conditions. As noted by Brown et al. (2019), real-time financial reporting is a crucial tool for businesses aiming to stay competitive in today's fast-paced environment. Additionally, digital accounting information reporting enhances transparency and accountability.

A study by Adegbite, et al (2013) found that stakeholders' confidence in financial reporting is positively influenced by the quality and reliability of the information presented. Digital reporting improves the quality of financial information by providing real-time data, reducing human errors, and enhancing data accuracy. This, in turn, boosts stakeholders' confidence in the financial reporting of Nigerian Deposit Money Banks (DMBs). By adopting technology in financial reporting, DMBs can improve the accuracy, reliability, and timeliness of their financial reports, fostering greater transparency, accountability, and trust among stakeholders. This ultimately strengthens the relationship between DMBs and their stakeholders, contributing to the overall stability and growth of Nigeria's banking sector. Extensive technological advancements have occurred globally over the last couple of decades, significantly impacting the field of accounting, leading many business organizations to adopt Information Technologies (IT) (Alrabe, 2014).

In recent years, the focus of an organization's marketing efforts has shifted from simply satisfying customer needs to creating value for all stakeholders. The American Marketing Association's definition (AMA, 2013) states: "Marketing is the activity, set of institutions, and processes for creating, communicating, delivering, and exchanging offerings that have value for customers, clients, partners, and society at large." While stakeholder theory is well-developed in management literature, studies focusing on stakeholders from a marketing perspective remain relatively sparse (Hult et al., 2011).

There are also ambiguities in the literature regarding the basic concepts of stakeholder theory and management, with difficulties in identifying stakeholders and defining firm boundaries often stemming from the theory's intrinsic flexibility (Fassin, 2008). Stakeholders in DMBs include shareholders, regulators, customers, and investors, among others. These stakeholders rely on financial reports to assess the financial performance and stability of the banks. Digital accounting information reporting provides them with real-time access to financial information, enabling timely decision-making. This transparency and accessibility enhance their confidence in the DMBs' financial reporting. Furthermore, the digitization of the reporting process allows for greater transparency and accountability, reducing the risk of errors and fraud and improving the audit trail of financial transactions. This increased transparency and accountability build trust among stakeholders, leading to greater confidence in the financial reporting of DMBs.

Risk Perception: This refers to customer's perception of banks risk and is measured by the risk management practices implemented by the bank. In Digital Accounting, financial data is created, transferred, managed, and stored electronically. Many of the manual operations that accountants often deal with are being digitalized and automated using software solutions.

According to Chen, Wu, and Chiu (2019), digital accounting is defined as the use of digital technology, such as specialized software and information systems, to automate and simplify accounting and financial reporting processes. This approach allows companies to collect and process financial data in real-time, enabling managers to make faster, more accurate decisions based on current financial information. Furthermore, digital accounting helps organizations increase efficiency and transparency within the accounting and financial reporting processes. Roohani, Pourshafiee, and Mohammadi (2020) interpret digital accounting as "the use of information and communication technology in the process of accounting and financial reporting, which includes collecting," (the sentence cuts off here in the original text).

Digital accounting, also referred to as e-accounting or computerized accounting, involves processing financial transactions electronically. The advent of information technology (IT) has radically changed how business entities are run, significantly reducing the time required to process transactions across all sectors. Digital accounting is an offshoot of the broader digital transformation occurring in businesses. Sutton (2010, cited by Oladejo, 2014) observed that IT has fundamentally altered how accounting information is produced, disseminated, and used. As documented by Chong and Nizam (2018), the complexity of accounting systems, the increased vulnerability to errors, and the swelling volume of transactions necessitated a system capable of processing and storing data with greater speed, vast storage capacity, and enhanced processing power. Consequently, to satisfy the growing demand for up-to-date and accurate information, digital or computerized accounting systems became imperative. The quality of financial reports is decision-effective, as high-quality reports can attract investors and other decision-makers to the firm, enabling them to make appropriate investment decisions. Troshani, Locke, and Rowbottom (2019) document that digital accounting encompasses the representation of accounting information in a digital format that can then be electronically manipulated and transmitted.

This study is built upon the foundations of the Technology Acceptance Model (TAM) and Stakeholder Theory. TAM, an information systems theory developed by Fred Davis in 1989, explains how users accept and utilize new technology. The model's core idea is that perceived usefulness (the belief that technology improves performance) and perceived ease of use (the belief that technology is effortless to use) are the primary determinants of a user's acceptance and intention to use a system. These perceptions influence a user's attitude toward the technology, which ultimately drives their behavioral intention to actually use it.

The logic behind Stakeholder Theory relies on assumptions describing the relationship between an organization and its environment: organizations have relationships with various stakeholders; companies are run by top managers who make strategic decisions affecting stakeholders; competing interests between organizations and stakeholders can result in conflict; and organizations compete in markets that tend to navigate toward equilibrium (Hult et al., 2011). According to Mitchell et al. (1997: 853), despite the descriptive nature of the concept, there is limited consensus on what Freeman (1984) calls "The principle of Who or What Really Counts." Mitchell et al. (1997) explain this as the questions: "who (or what) are the stakeholders of the firm? And to whom (or what) do managers pay attention?" Stakeholder theory explains the relationship between an organization and its external environment (Freeman, Wicks & Parmer, 2015).

Ironkwe and Nwaiwu (2018) examined the effect of accounting information systems on the financial and non-financial measures of companies in Nigeria. Using data from questionnaires and the Nigerian Stock Exchange (NSE) for 16 companies from 2011 to 2014, and analyzing the data with multiple linear regression techniques via SPSS, the empirical investigation found that the accounting information system exerts a significant positive effect on the financial and non-financial measures indicators of the companies in Nigeria.

Omotilewa et al. (2021) conducted cross-sectional research on accounting software in a computerized business environment and the quality of corporate reporting. They reported that accounting software had a positive significant effect on the reliability and accuracy of corporate reporting with efficiency. In the same manner, Alao and Adegbie (2020) studied the effect of accounting information quality on corporate reporting in profit-oriented companies and found that the use of accounting software enhanced data processing, minimized errors, and improved automatic data processing and task handling.

Fadzilah (2017) investigated the effect of using accounting software in processing data on the efficiency, reliability, and quality of accounting information. The study used a qualitative research design, administering questionnaires to 78 selected respondents consisting of accountants and other employees who use accounting software. The study found that the usage of accounting software had a significant effect on easy data processing, accuracy, and reliability of accounting information. In addition, the study found that speedy financial reporting impacted positively on the performance of the selected companies.

Agbura et al. (2017) empirically studied the impact of outsourcing accounting software job functions on the performance of small and medium-scale enterprises. Using a survey research design and self-structured questionnaires, regression analysis revealed that outsourcing accounting software services had a negative effect but did influence quality financial reporting.

Kolawole, Ayeni, and Adesodun (2012) researched the effects of digital accounting on the financial reporting and accountability of manufacturing firms in Nigeria. The study aimed to examine these effects and found a strong positive relationship between digital accounting and financial reporting accountability. Kornchai and Khajirt (2021) investigated how digital accounting affected the accuracy of financial reporting for Thai-listed companies using a structural equation model with 313 companies operating in Thailand. The study discovered that as the quality of financial reporting improved, the digital disruption of accounting had a substantial impact on the usability and practical relevance of the accounting information. The study showed a strong relationship between strategic choices and the use of disruptive technologies to digitally change accounting data, which aligned with the findings of other investigations (El Hilali et al., 2020; Ouda & Klischewski, 2019; Peter et al., 2020; Shan & Troshani, 2021). Peter et al. (2020) specifically found a significant impact of digital transformation on the quality of financial reporting.

Oladejo et al. (2020) investigated the impact of accounting technology adoption on the caliber of financial reporting as part of an effort to understand the digital disruption of accounting. Their field survey methodology involved distributing 300 structured questionnaires to a sample of 10 DMB workers; 260 completed questionnaires were collected and analyzed using descriptive and regression analyses. The study's findings indicated that information technology adoption enhanced timely and accurate financial reporting. However, the study concluded that the quality of financial reporting was damaged by the digital disruption of accounting information.

Additional research was conducted by Barroso and Laborda (2022) and Aguguom and Ebun (2021). In their study, Aguguom and Ebun (2021) documented a significant effect of quality financial reporting on performance. Anshari et al. (2020) examined financial technology and disruptive innovations, finding that the digital disruption of accounting information exerted a significant effect. Barroso and Laborda (2022) studied digital transformation and emerging fintech, reporting that the digital disruption of accounting information had a significant effect on transforming the quality of financial reporting. Furthermore, Afifa et al. (2022) examined blockchain adoption in accounting from the perspective of emerging economies, and their empirical examination revealed that the application of blockchain had a significant effect on the quality of financial reporting.

Joseph Dery N., David A.A, and Maxwell A.A (2022) examined the impact of computerized accounting systems on the quality of financial reports in Ghanaian banks. The study's findings discovered that, holding all other autonomous factors at zero, a unit increase in an automated computerized accounting system would result in a 0.50 increase in the quality of financial reports for banks. The study demonstrated that the quality of computerized accounting systems significantly affects the quality of financial reports in banks.

Statement of problem

One of the main challenges surrounding digital accounting information reporting in DMBs is the potential for data security breaches, privacy concerns, and cyber-attacks. The increased electronic storage and transmission of sensitive financial information heighten the risk of unauthorized access. This can erode stakeholders' confidence in the reliability and integrity of the reported financial information, ultimately impacting their decision-making processes. Furthermore, the lack of regulatory oversight and standardized guidelines for digital accounting information reporting in Nigeria often contributes to inconsistencies in practices among DMBs. This can create confusion and uncertainty among stakeholders, making it difficult to accurately assess the financial health and performance of the banks.

In light of these challenges, it is crucial for DMBs in Nigeria to prioritize robust data security measures, enhance transparency and accountability in financial reporting, and adhere to regulatory requirements to build and maintain stakeholder confidence. By addressing these issues, DMBs can ensure that digital accounting information reporting serves as a reliable and trustworthy source of financial information for stakeholders in Nigeria.

In line with the above exposition, this study systematically investigates the effect of digital accounting information reporting on the stakeholders' confidence of deposit money banks in Nigeria.

Aim and Objectives of the Study

The primary aim of this study is to investigate the relationship between the adoption of Digital Accounting Information Reporting (DAIR) practices and stakeholder confidence in listed Deposit Money Banks (DMBs) in Nigeria. To achieve this aim, the study will focus on the following specific objectives, to:

1. assess the effect of accounting software usage on financial reporting quality of quoted deposit money banks in Nigeria;
2. examine the impact of cloud computing adoption on financial reporting quality of quoted deposit money banks in Nigeria;
3. investigate the effect of accounting software usage on risk perception of quoted deposit money banks in Nigeria;
4. assess the impact of cloud computing adoption on risk perception of quoted deposit money banks in Nigeria;

Research Questions

Based on the aim and objectives outlined above, the following research questions was formulated:

- 1 How does accounting software usage relate with financial reporting quality of quoted deposit money banks in Nigeria?
- 2 What is the nature of relationship between cloud computing adoption and financial reporting quality of quoted deposit money banks in Nigeria?
- 3 What is the effect of accounting software usage on the risk perception of quoted deposit money banks in Nigeria?
- 4 How does cloud computing adoption impact the risk perception of quoted deposit money banks in Nigeria?

Hypotheses

Based on the research questions and the relationship between the independent and dependent variables, the following hypotheses can be formulated:

1. There is no significant relationship between accounting software usage and financial reporting quality of quoted deposit money banks in Nigeria.
2. Cloud computing adoption has no significant relationship with financial reporting quality of quoted deposit money banks in Nigeria.
3. Accounting software usage has no significant effect on the risk perception of quoted deposit money banks in Nigeria.
4. Cloud computing adoption has no significant impact on the risk perception of quoted deposit money banks in Nigeria.

Methodology

This study employed descriptive correlational research design and survey research design. The population of this study comprised of all quoted deposit money banks licenced in Nigeria. In deriving the sample for this study, the total population sampling technique was used. As a result, all 12 deposit money banks listed on the floor of the Nigerian Exchange Group (NEG) Market as at 31st December and maintained a consistent year end in the preparation of the published accounts. The data that was used for this study was obtained from primary and secondary sources of data. The method of data analysis employed in this study follows a systematic and rigorous econometric procedure, beginning with descriptive statistics and extending to inferential modeling and diagnostic tests. Each analytical approach plays a vital role in ensuring the reliability, validity, and interpretability of the relationships examined among the independent variables—accounting software usage (SU), and cloud computing adoption (CCA)—and the dependent variables—financial reporting quality (FRQ), and risk perception (RP) of listed Deposit Money Banks (DMBs) in Nigeria.

The first model establishes the relationship between the dependent and independent variables as follows:

$$SC = f(DAIR)$$

The second model establishes the relationship among the variables earlier postulated as follows:

$$FRQ = f(SU, CCA) \dots \dots \dots \text{(i)}$$

$$RP = f(SU, CCA) \dots \dots \dots \text{(ii)}$$

Then the last model is the multiple regression model which represents the direct effects of the independent variable on the dependent variable.

Mathematically

$$FRQ = \alpha_0 + \alpha_1 SU + \alpha_2 CCA \dots \dots \dots \text{(iii)}$$

$$RP = \beta_0 + \beta_1 SU + \beta_2 CCA \dots \dots \dots \text{(iv)}$$

Econometric

$$FRQ = \alpha_0 + \alpha_1 SU + \alpha_2 CCA + \epsilon \dots \dots \dots \text{(v)}$$

$$RP = \beta_0 + \beta_1 SU + \beta_2 CCA + \nu \dots \dots \dots \text{(vi)}$$

Where: DAIR = Digital Accounting Information Reporting

SC= Stakeholders confidence.

SU= Software usage.

CCA= Cloud Computing Adoption

FRQ = Financial Reporting Quality

RP = Risk perception

ϵ = error term

β_0 = Constant

β_1 = Regression Coefficient

Results

The descriptive statistics presented in the table below provides a comprehensive summary of the four core variables used in the study: Software Usage (SU), and Cloud Computing Adoption (CCA), Financial Reporting Quality (FRQ), and Risk Perception (RP). These statistics describe the central tendencies, dispersion, and distributional characteristics of each variable across a total of 90 observations collected from Nigerian commercial banks between 2015 and 2023. This section offers a detailed interpretation of each variable based on the descriptive measures.

Descriptive Statistics of Variables

	SU	CCA	FRQ	RP
Mean	9.93E+08	5.26E+08	0.800000	5.067444
Median	9.63E+08	5.10E+08	1.000000	4.945000
Maximum	1.39E+09	7.67E+08	1.000000	7.490000
Minimum	7.47E+08	3.71E+08	0.000000	3.330000
Std. Dev.	1.62E+08	1.04E+08	0.402241	1.056613
Skewness	0.428762	0.403698	-1.500000	0.495035
Kurtosis	2.318380	1.937043	3.250000	2.376113
Jarque-Bera	4.499824	6.681624	33.98438	5.135526
Probability	0.105409	0.035408	0.000000	0.076707
Sum	8.93E+10	4.73E+10	72.00000	456.0700
Sum Sq. Dev.	2.35E+18	9.72E+17	14.40000	99.36231
Observations	90	90	90	90

To begin with, Software Usage (SU), which measures the monetary investment in accounting software, exhibits a mean value of approximately ₦993 million, suggesting that, on average, Nigerian banks invested close to ₦1 billion in such technologies annually. The median, at around ₦963 million, is slightly lower than the mean, indicating a mild right-skewness in the distribution. This observation is supported by a skewness value of 0.428762, signifying a moderately positive skew, whereby a few banks with higher investments pulled the average upwards. The maximum value observed is about ₦1.39 billion, while the minimum is ₦747 million, reflecting substantial variation among banks. The standard deviation of ₦162 million confirms a moderate level of dispersion from the mean. With a kurtosis of 2.318380, the distribution is slightly platykurtic, implying lighter tails than a normal distribution. The Jarque-Bera statistic of 4.499824 with a p-value of 0.105409 suggests that the variable does not significantly deviate from normality at the 5% level of significance (Jarque & Bera, 1980).

For Cloud Computing Adoption (CCA), which represents banks' financial commitment towards cloud technologies, the mean investment is about ₦526 million, while the median is closely aligned at ₦510 million. This closeness again hints at a slightly right-skewed distribution, confirmed by a skewness value of 0.403698. The range spans from a minimum of ₦371 million to a maximum of ₦767 million, with a standard deviation of ₦104 million, indicating a relatively tighter spread around the mean compared to SU. The kurtosis is 1.937043, which also suggests a platykurtic distribution. The Jarque-Bera statistic of 6.681624 and a corresponding p-value of 0.035408 indicates a slight deviation from normality at the 5% level, potentially influenced by outliers on the higher end.

Financial Reporting Quality (FRQ), a binary variable indicating whether the bank's financial reporting meets a standardized quality threshold (1) or not (0), has a mean of 0.8. This suggests that 80% of the banks in the dataset adhere to high-quality financial reporting standards. The median is 1, and the maximum is also 1, which is consistent with the fact that a majority of the banks score positively on this measure. The standard deviation is 0.402241, reflecting some variation but expected given the binary nature. The skewness of -1.5 signifies a strong left skew due to the predominance of the value 1. The Jarque-Bera value of 33.98 with a probability of 0.000 strongly rejects the null hypothesis of normality, which is expected given the binary nature of this variable.

Risk Perception (RP), represented by the Non-Performing Loan (NPL) ratio, has a mean of 5.07% and a median of 4.95%, suggesting a slightly right-skewed distribution confirmed by the skewness value of 0.50. The NPL ratio ranges from a minimum of 3.33% to a maximum of 7.49%, reflecting varying levels of perceived financial risk among banks. The standard deviation is 1.06%, indicating a moderate spread in risk perception. The kurtosis of 2.38 shows a distribution slightly flatter than normal. The Jarque-Bera test returns a probability of 0.077, which means the distribution does not significantly differ from normal at the 5% level, though it is close.

Stationarity Test Results at Level (Augmented Dickey-Fuller Test)

Variable	Model	Test Statistic (ADF)	1% Critical Value	5% Critical Value	10% Critical Value	p-value	Stationarity Status
FRQ	Model i	-2.114	-3.628	-2.954	-2.617	0.241	Non-Stationary
RP	Model ii	-1.843	-3.620	-2.951	-2.612	0.372	Non-Stationary
SU	All Models	-3.763	-3.622	-2.953	-2.615	0.035	Stationary
CCA	All Models	-1.951	-3.621	-2.954	-2.615	0.290	Non-Stationary

Note: "All Models" refers to the repetition of the same independent variable across all three models — Financial Reporting Quality (FRQ), Risk Perception (RP). Thus, stationarity is tested once per unique variable. For this study, the Error Correction Test helps to assess the speed of adjustment of Financial Reporting Quality (FRQ), Risk Perception (RP), and Share Prices (SP) towards long-run equilibrium after being influenced by DAIR practices such as software usage (SU), and cloud computing adoption (CCA). The negative and significant coefficient of the error correction term signifies that the model is moving towards equilibrium, and the speed of adjustment is stable. Below are the Error Correction Test results for each of the models

Error Correction Test – FRQ Model
Error Correction Model (ECM) – FRQ Model

Variable	Coefficient	Std. Error	t-Statistic	Prob.
SU	0.245	0.042	5.833	0.0000
CCA	0.121	0.053	2.283	0.0225
Error Correction Term (ECT)	-0.479	0.104	-4.602	0.0000

In the FRQ model, which examines the relationship between DAIR practices and financial reporting quality, the Error Correction Term (ECT) has a coefficient of -0.479 with a p-value of 0.0000, which is highly significant. This negative coefficient indicates that the model is adjusting to long-run equilibrium at a rate of 47.9% per period. The ECT's significance confirms that any deviations from the long-run equilibrium in financial reporting quality will be corrected over time. The significant positive coefficients for SU and CCA suggest that each of these DAIR components has a positive and substantial impact on financial reporting quality in the long run.

Error Correction Test – RP Model
Error Correction Model (ECM) – RP Model

Variable	Coefficient	Std. Error	t-Statistic	Prob.
SU	0.189	0.062	3.048	0.0035
CCA	0.135	0.071	1.902	0.0586
Error Correction Term (ECT)	-0.351	0.087	-4.029	0.0001

For the RP model, which looks at the impact of DAIR practices on risk perception, the Error Correction Term (ECT) has a coefficient of -0.351 with a p-value of 0.0001, suggesting that any disequilibrium in the relationship between the variables is corrected at a speed of 35.1% per period. This signifies that while risk perception may fluctuate in the short run, the model returns to a long-term equilibrium where DAIR practices positively influence risk perception over time. The coefficients for SU and CCA are all positive, with SU being statistically significant at the 5% level, highlighting the positive long-run effects of these DAIR practices on risk perception.

Error Correction Test – SP Model
Error Correction Model (ECM) – SP Model

Variable	Coefficient	Std. Error	t-Statistic	Prob.
SU	0.312	0.084	3.714	0.0002
CCA	0.147	0.091	1.614	0.1089
Error Correction Term (ECT)	-0.582	0.115	-5.065	0.0000

In the SP model, examining the influence of DAIR practices on share prices, the Error Correction Term (ECT) has a coefficient of -0.582 with a p-value of 0.0000. This highly significant negative coefficient indicates that share prices adjust towards their long-term equilibrium at a rate of 58.2% per period, suggesting a rapid correction of any short-term deviations. The coefficients for SU and CCA are all positive, with SU statistically significant at the 5% level, implying that each of these DAIR components has a beneficial and lasting effect on share prices. However, CCA, while positive, does not reach the 5% significance level, suggesting a more moderate impact compared to the other two factors.

The Error Correction Tests for all three models—Financial Reporting Quality (FRQ) and Risk Perception (RP)—indicate that long-run equilibrium relationships exist between the dependent and independent variables. The significant negative coefficients of the Error Correction Terms (ECT) confirm that any short-term deviations from these relationships are corrected over time at varying speeds, with the fastest adjustment occurring in the SP model. This suggests that DAIR practices have both immediate and sustained effects on the banking sector, contributing to long-term stability in financial reporting, risk perception, and market performance. The results underscore the importance of adopting DAIR strategies for maintaining long-term investor confidence and financial transparency (Engle & Granger, 1987).

Hypothesis Testing for Accounting Software Usage and Financial Reporting Quality

H₀: There is no significant relationship between accounting software usage and financial reporting quality of quoted deposit money banks in Nigeria.

H₁: There is a significant relationship between accounting software usage and financial reporting quality of quoted deposit money banks in Nigeria.

The test of this hypothesis is based on the ECM results for the FRQ model. The coefficient for accounting software usage (SU) is 0.245, with a t-statistic of 5.833 and a p-value of 0.0000. This result is highly significant, as the p-value is well below the 0.05 significance level. Thus, we reject the null hypothesis (H₀) and accept the alternative hypothesis (H₁). There is a statistically significant positive relationship between accounting software usage and financial reporting quality in Nigerian deposit money banks. The result suggests that accounting software usage positively impacts the quality of financial reporting, meaning that banks that adopt accounting software likely experience improvements in the accuracy and transparency of their financial reports over time.

Hypothesis Testing for Cloud Computing Adoption and Financial Reporting Quality

H₀: Cloud computing adoption has no significant relationship with financial reporting quality of quoted deposit money banks in Nigeria.

H₁: Cloud computing adoption has a significant relationship with financial reporting quality of quoted deposit money banks in Nigeria.

In the FRQ model, the coefficient for cloud computing adoption (CCA) is 0.121, with a t-statistic of 2.283 and a p-value of 0.0225. Since the p-value is less than the 0.05 significance level, we reject the null hypothesis (H₀) and accept the alternative hypothesis (H₁). This indicates that cloud computing adoption has a significant positive effect on financial reporting quality in Nigerian DMBs. The result suggests that banks adopting cloud computing solutions tend to improve the quality of their financial reporting, likely due to enhanced data accessibility, security, and efficiency.

Hypothesis Testing for Accounting Software Usage and Risk Perception

H₀: Accounting software usage has no significant effect on the risk perception of quoted deposit money banks in Nigeria.

H₁: Accounting software usage has a significant effect on the risk perception of quoted deposit money banks in Nigeria.

The RP model shows the coefficient for accounting software usage (SU) as 0.189, with a t-statistic of 3.048 and a p-value of 0.0035. Since the p-value is less than 0.05, we reject the null hypothesis (H₀) and accept the alternative hypothesis (H₁). This means that accounting software usage significantly impacts risk perception. As banks implement accounting software, stakeholders may perceive the risks associated with those banks as being better managed or more transparent, thus positively influencing their risk perceptions.

Hypothesis Testing for Cloud Computing Adoption and Risk Perception

H₀: Cloud computing adoption has no significant impact on the risk perception of quoted deposit money banks in Nigeria.

H₁: Cloud computing adoption has a significant impact on the risk perception of quoted deposit money banks in Nigeria.

The RP model shows that cloud computing adoption (CCA) has a coefficient of 0.135, with a t-statistic of 1.902 and a p-value of 0.0586. Since the p-value is slightly above the 0.05 significance level, we fail to reject the null hypothesis (H₀) at the 5% level. Therefore, there is no statistically significant relationship between cloud computing adoption and risk perception, although the positive coefficient suggests that, if the p-value were lower, cloud computing adoption might have a positive impact on risk perception over time.

Discussion of Findings

The hypothesis testing for the effect of accounting software usage (SU) on financial reporting quality (FRQ) reveals a statistically significant positive relationship. The results show that accounting software usage has a significant positive effect on financial reporting quality, as evidenced by the high t-statistic and low p-value (t = 5.833, p = 0.0000). This suggests that as Nigerian deposit money banks adopt and utilize accounting software, the quality of their financial reporting improves significantly. In practice, these findings imply that Nigerian banks that adopt accounting software can expect improvements in the accuracy, transparency, and reliability of their financial statements. TAM emphasizes that the perceived usefulness of technology, such as accounting software, can improve organizational processes like financial reporting (Davis, 1989). The RBV theory, on the other hand, posits that adopting unique technological resources, such as accounting software, can serve as a competitive advantage, improving a firm's operational efficiency and strategic outcomes (Barney, 1991).

The hypothesis testing for cloud computing adoption (CCA) shows a significant positive relationship with financial reporting quality (t = 2.283, p = 0.0225). This suggests that as Nigerian banks adopt cloud computing technologies, they experience improvements in the quality of their financial reporting. Cloud computing allows for more efficient data storage, real-time access to financial information, and enhanced security measures, all of which are crucial for high-quality financial reporting. In practical terms, the findings highlight the importance of cloud computing in modernizing the banking sector's financial reporting practices.

These findings align with the Diffusion of Innovation (DOI) Theory by Rogers (2003), which emphasizes the importance of technological innovations in enhancing organizational processes. Cloud computing adoption is seen as an innovation that can increase the efficiency and effectiveness of financial reporting. The results also resonate with the Technological-Organizational-Environmental (TOE) Framework, which suggests that the organizational and environmental contexts play a key role in the adoption of technologies that improve organizational performance (Tornatzky & Fleischer, 1990).

The hypothesis test for accounting software usage (SU) and risk perception (RP) reveals a significant positive effect ($t = 3.048$, $p = 0.0035$). This suggests that accounting software usage is perceived to reduce the risks associated with financial misreporting, fraud, and operational inefficiencies, thereby influencing stakeholders' risk perceptions positively. For practice, this result implies that Nigerian banks adopting accounting software are likely to enhance their reputation and reduce perceived operational risks. The findings resonate with the Risk Management Theory, which emphasizes the role of information systems in reducing uncertainty and risk within organizations (Lam, 2003). By improving the reliability and transparency of financial data, accounting software reduces perceived risks and enhances stakeholder confidence. This also links to the Signaling Theory, which argues that firms signal their quality and reliability through actions such as adopting sophisticated accounting technologies (Spence, 1973).

The results for the hypothesis test between cloud computing adoption (CCA) and risk perception (RP) indicate no statistically significant effect ($t = 1.902$, $p = 0.0586$). While cloud computing is generally beneficial for operational efficiency, it does not appear to have a direct, significant effect on how stakeholders perceive risk in Nigerian banks. This finding suggests that while cloud computing is an important tool for improving operational efficiency, its adoption alone may not significantly influence risk perception. The Technology Acceptance Model (TAM) and Innovation Diffusion Theory both highlight the importance of perceived security and ease of use in the adoption of new technologies. The lack of significant impact on risk perception may suggest that stakeholders are still uncertain about the security of cloud-based systems, a finding that aligns with these theories' focus on perceived ease of use and security (Davis, 1989; Rogers, 2003).

Conclusion

This study investigated the link between adopting Digital Accounting Information Reporting (DAIR) practices and the confidence of stakeholders in Nigerian Deposit Money Banks (DMBs). The research specifically analyzed how three aspects of DAIR—Accounting Software Usage (SU), and Cloud Computing Adoption (CCA)—affect two dependent variables: Financial Reporting Quality (FRQ) and Risk Perception (RP). The findings offer significant theoretical and practical implications for the Nigerian banking sector.

The study provides strong evidence that adopting DAIR significantly enhances the financial performance and stakeholder confidence of Nigerian banks. The use of accounting software and cloud computing improves financial reporting quality and lowers risk perception.

Recommendations

Based on the study's findings, several recommendations are suggested for Nigerian banks and stakeholders regarding DAIR adoption.

Firstly, it is recommended that Nigerian banks continue to invest in advanced accounting software solutions to enhance the quality of their financial reporting.

Secondly, Nigerian banks should accelerate the adoption of cloud computing technologies in their financial reporting processes. In addition, the study emphasizes the importance of automation in improving financial reporting quality and reducing the risk perception among stakeholders.

The research contributes to the existing body of literature on digital technology adoption in financial reporting and risk management by showing how DAIR can influence key financial outcomes. However, it also points to the need for further research on other factors influencing DAIR adoption and its effects on stakeholder confidence in different situations. Future studies could also examine the long-term impact of these technologies on the banking sector's performance and stability, considering new technological trends and regulatory changes. A key contribution of the study is its use of E-Views software for data analysis, which is a robust econometric tool for estimating and testing complex models. E-Views enables precise estimation of relationships between multiple variables and provides sophisticated diagnostic tests, such as stationarity and co-integration tests. The results from these tests offer empirical evidence supporting the importance of DAIR practices in influencing key financial metrics in Nigeria's banking sector. By using E-Views, the study adds to the growing literature demonstrating the value of advanced econometric software in financial research.

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Application of The Principle of Sustainable Development in Business Education Programme in Nigeria: The Viable Option

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Abstract

This paper explored the application of the principle of sustainable development in business education programme in Nigeria. It is observed that one of the three pillars of development is economic growth and that education is crucial in economic development of any given country, it contributes immensely towards the economic growth of any society. This paper disclosed that the ability of education to promote economic growth depends on its relevance to the needs, values and aspirations of the society it is meant to serve. This implies that education should impact appropriate knowledge, skills, attitudes and competencies needed by the society in order for the products of education to contribute meaningfully to economic development. This paper concluded that business education is a formidable tool for the application of the principle of sustainable development in Nigeria, because it provides its recipients with the appropriate knowledge, skills, attitudes and competencies that are needed for sustainable development. Finally, the challenges of business education were identified and a number of recommendations made to tackle them.

Introduction

Education is the systematic way of assisting individuals to acquire knowledge, skills, attitudes, beliefs and habits. According to Meghna (2019), it is a power driver of development. Stressing the role of education, Meghna further pointed out that an educated society facilitates better development programme than an illiterate one, adding that education improves productivity and prosperity. Education not only contributes towards the growth of the individual but also the society at large. Ajash and Kummer (2018) stated that education is an important input for the growth of a person. According to them, it plays a major role in capital formation which connects the productive part of the country. It is in recognition of the pivotal role of education that the Federal Government of Nigeria (2014) in her education policy document declared that education is an instrument per excellence for effective national development. In Nigeria, government at the three tiers of governance, corporate bodies, philanthropists, donor agencies and even religious organizations have and are continuing to make enormous contributions towards the growth of education in the country. Due to growing interest and the demand for education of children, youths, parents, communities, industries and commercial houses, the number of educational institutions have increased tremendously in Nigeria in recent years. For example, the National Universities Commission (NUC) report as at August 2017 indicated that there are a total of 153 accredited universities in Nigeria, comprising 40 owned by the federal government, 45 owned by the states government and 68 owned by the private sector. As at January, 2020, another report revealed that the number of universities have risen to 174. This is made up of 43 federal universities, 53 states universities and 79 universities privately owned. (<http://www.naijahomebased.com>).

Apart from the steady and rapid growth in University education, polytechnics and colleges of education are not left out in the continuous expansion of tertiary education in Nigeria. Recent reports revealed that presently there are 132 polytechnics that are duly accredited. Of this number, 29 are owned by the Federal Government, 48 by the states and 55 privately owned. The report also indicated that there are 152 Colleges of Education in the country. Federal government owned 21, states owned 49 and 82 privately owned (Myschoolgist, 2020). The above mentioned statistics is to confirm the fact that on the whole, our educational system is on a steady rise quantitatively. The challenge however lies on whether the same thing could be said about the quality. The quality of education is measured in terms of its utility, that is, the extent to which the knowledge, skills, attitudes, habits and beliefs acquired from education can improve the wellbeing of its recipient in particular and as well advance the wellbeing of society. For any educational system to achieve this, its programme should be designed to meet the current needs, aspirations and values of the society it is meant to serve. The focus of this paper therefore, is to examine how Business Education can be used as an effective tool for the application of the principle of sustainable development in Nigeria. Business education emerged to equip students with the knowledge and skills to engage in entrepreneurial careers, yet there is a high level of industrial shrinkage, technological backwardness and economic degradation. Hence, Business education if adequately implemented would help in fostering sustainable economic development of Nigeria.

Conceptual Clarification

Business Education

Azuka and Nwosu (2018) defined Business Education as an essential part of the preparation of youths for life and living. Osuala later saw Business Education as a programme of instruction which consists of two parts: Office Education: A vocational programme of office careers through initial refresher and upgrading education and General Business Education - A programme to provide students with information and competencies which are needed by all in managing personal business affairs and in using the service of the business world.

Igwe (2017) defined Business Education as a subject of vocational education which provides the recipient with skills, competencies, attitude and general knowledge to enable the individuals live, function, imbibe and appreciate the present. Furthermore, Akaeze (2014) described Business Education as that which equips its recipients with creative skills that would make them to perform well as entrepreneurs.

Abdullahi in Akaeze (2014) defined Business Education as an aspect of total educational programme which provides the recipient with knowledge, skills, understanding and attitude needed to perform well in the business world as a producer or consumer of goods and services. The National Open University of Nigeria (2008) also defined Business Education as an aspect of vocational education that equips people with necessary skills and theoretical knowledge needed for performance in business world either for job occupation or self-employment.

Edokpolor and Egbri (2017) enumerated the broad goals of business education to include: To prepare recipients for careers or advancement in office occupations and professions; To equip recipients with the relevant skills for job creation and entrepreneurship; and to provide recipients with knowledge about business, including a good blend of office technology which incorporates Information and Communication Technology (ICT). They added that the first two purposes involve the education "for" business aimed at equipping recipients with requisite attributes to become gainfully employed, while the later addresses education "about" business aimed at providing a sound basis for further studies. From the foregoing, it is clear that business education is far more than preparing students to become more employable, but equipping them with requisite attributes (that is, knowledge and skills) for lifelong learning.

From the various definitions of Business Education enumerated above, it is clear that the course is concerned with the acquisition of skills, competencies, knowledge, attitude and creativity for personal adjustment in society as an employer, employee, a producer or a consumer of goods and services.

Sustainable Development

In order to clearly explain the principle of sustainable development, it is important to define, first the terms, "sustainable" and "development". According to the Oxford Dictionary of English, sustain means to strengthen or support physically or mentally, cause to continue for an extended period or without interruption. On the other hand, it defined development as a specified state of growth or advancement. Therefore, putting the two meanings of sustainable and development together, sustainable development implies a continuous state of growth or advancement for an extended period. Sustainable development has also been defined as the development that meets the needs of the present without compromising the ability of future generations to meet their needs (Data Revolution World, 2020). It is important to emphasize here that sustainable development stems from the present to project the future. The desired result of sustainable development is a state of human living conditions in society and the use of resources to meet human needs while preserving the ability of future generations to meet their own needs.

Business Education and Economic Development

It has been pointed out in this paper that one of the three pillars of sustainable development is economic growth. The issues that need some further and careful consideration are the issues of economic growth and relationship with business education. Schumpeter in Wikipedia (2020) defined economic growth as an increase in amount of goods and services produced per head of the population over a period of time. According to him, creativity holds the key to economic growth (Wikipedia, 2020).

Investopedia (2019) stated that economic growth is an increase in the production of economic goods and services, compared from one period of time to another. Economic growth is caused by more efficient use of inputs (increase in productivity of labour, physical capital, energy or materials). Education has always been linked to economic development or growth. Explaining how education contributes to economic growth, a U.S Economist Stone (2011) maintained that improvements in labour quality due to education and training can also boost productivity. Stone (2017) also emphasized that improvement in managerial efficiency or technology allows business to produce more with the same amount of labour and capital which can lead to growth on potential GDP of a country.

The issues so far raised above relating to economic growth show that one of the most important factors that lead to sustainable economic development is the quality of available labour. The quality of labour is determined in turn by education and training. Besides, the type of education received by individual at any given period of time and in any geographical area, to great extent, determines the quality of labour supply in the area. The point being made here therefore is that business education provides entrepreneurial, managerial, marketing, accounting and ICT skills capable of contributing meaningfully to sustainable development in Nigeria.

Business Education and Sustainable Development

Business Education has been defined as an aspect of the educational programme that prepares the individual to acquire relevant skills that are needed for personal use or for employment or for managing business. Since one of the goals of Business Education, according to the NPE (2014) is to provide the technical knowledge and vocational skills necessary for agricultural, commercial and economic development, it then means that business education is imperative for sustainable development in any society.

Competencies required in Business Education for Sustainable Development

The competencies required in Business Education for Sustainable Development are as follows: Accounting Competence; Business Law Competence; Career Development Competence; Communication Competence; Computation Competence; Economic and personal finance Competence; Entrepreneurship Competence; Information Technology Competence; Management Competence; and Marketing Competence.

Policy statement number 71 of the Policies Commission for Business and Economic Education identified competencies provided by Business Education as critical element for sustainable development. These include:

Accounting Competence: According to the Accounting policy statement, knowledge of accounting enables the individual to manage organizations' financial resources, understand how accounting procedures can be applied to decisions about planning, organizing, and allocating personnel and financial resources.

Business Law Competence: Business Law establishes business relationships among business partners and clients. The statement expressed belief in ability of skill in business law to assist the business professional to analyze the relationship between ethics and the law in conducting of business in the national and international market place; understand the laws affecting businesses, families and individual consumers. It equally provides businesses with the competence requires to avoid being liable.

Career Development Competence: Business education is a lifelong education. In Nigeria, it begins at the junior secondary school where it is referred to as a pre-vocational elective, as provided for in the National policy in Education. According to Azuka and Nwosu (2018), the aims of Business Education at the junior secondary school, include: To furnish exploratory experience; To contribute to the guidance programme; To give students elementary business knowledge and simple business skills that he can use in his personal affairs; To contribute to consumer business knowledge and socio-economic understanding of all students; and to form a foundation for study of advanced business subjects.

It can be seen from the aims outlined above that Business Education at the junior secondary school level is designed to build the needed foundation for the development of life-long careers in the different fields of business as the individual progresses in academics through the senior secondary school to the tertiary levels - college of education, polytechnics and university. In this regard, the commission for Business Education further believes that Business Education develops occupational competence for obtaining business positions and advancing in business careers; understand the ever-evolving requirements of the workplace and the relationship of life - long learning to career success.

Communication Competence: Communication is an essential element of human interactions. Business Education enables the recipient to master oral and written communication skills. Communication skill, according to the commission enables the individual to interact effectively with people in the workplace and in society; understand the development of technology and processing skills for acquiring, interpreting, evaluating and managing information. Ability to manage information is essential for sustainable development.

Computation Competence: The commission also believes that Business Education offers computation skills. This enables the individuals to solve mathematical problems, analyse and interpret data, apply sound decision-making skills in business.

Economic and Personal Finance Competence: Another essential ingredient for sustainable development is the use of knowledge of economy and economic systems to manage the individual's roles as an informed citizen, and wise consumer and producer of goods and services; understand how to effectively manage personal finance.

Entrepreneurship Competence: According to the commission, entrepreneurship competence provided by Business Education enables the individual appreciate the importance of responding to new business opportunities in domestic and international business environments; understand that entrepreneurship integrates the other areas of business, accounting, finance, marketing, management and the legal and economic environments in which a new venture operates. Entrepreneurship education is highly needed in Nigeria now than ever before. This is so because of the ever growing army of unemployed youths, most of whom are graduates of the different levels of our educational system. It has been argued that many university graduates are simply not employable because they lack the requisite competence needed for employment. Besides this, the increasing number of young people being churned out from our tertiary institutions is more than the present state of the nation's economy can absolve. Hence the growing advocate for the introduction of entrepreneurship education in the school curriculum. For instance, Okoli (2010) advocated that for Business Education to achieve its vision and mission the curriculum developers should integrate entrepreneurship education in the curriculum and insist that all tertiary institutions in Nigeria should include it in their programmes. Lending his voice on the need for entrepreneurship education as a means of curbing graduate unemployment and its attendant consequences, Oduma (2012) pointed out that entrepreneurship abilities and skills have to do with effective contribution to economic activities leading to self - employment and job creation as well. Oduma emphasized that the very essence of entrepreneurship education is to provide viable entrepreneurs who can use their initiative and innovation to invent business and manage same to escape the dangers of unemployment. Business Education, as a leader in entrepreneurship education in Nigeria contributes meaningfully to sustainable development.

Information Technology (IT) Competence: The commission believes that through Business Education, Information Technology (IT) skills can be acquired by applying technology to analyse, synthesize, and evaluate situations at home, school and work and then to solve problems and complete task efficiently and effectively; understand that Information Technology (IT) is an information gathering, information organizing and problem solving tool that supports every discipline.

Management Competence: This aspect of Business Education enables the individual analyse the organization of a business in the global marketplace; understand various management theories, basic management functions and relationships. By so doing Business Education develops low and high level managers who possess abilities to manage personal business and or corporations thereby contributing to sustainable development.

Marketing Competence: It is also believed that by acquiring marketing skills the individual will be able to describe the element, design, and purposes of a marketing plan; understand the business functions that directly relates to marketing activities. These content areas of Business Education, according to the commission are not isolated. Understanding their interrelatedness enables the individual use the content for creating and managing information, solving problems and making decisions. In addition, Business Education provides the individual with some value added skills; such as creative skills, innovative skills, self-management skills; human relations, team work and leadership skills. Business Education goes far beyond mastery of content but adds value because of the essential skills that it impacts to the individual. In supporting the role Business Education plays, Ahmed and Adamu (2019) pointed out that Business Education is a dynamic field of study geared towards preparing youth and adults for and about business. They added that Business Education makes positive impact on the development of human resources, productivity and economic growth. Ahmed and Adamu (2019) concluded that to achieve sustainable development, attention should be paid to strengthening the bridge between education, schooling and preparation for the world of work with respect to improving vocational education of which Business Education is inclusive.

Challenges of Business Education

Writing on challenges facing business education in Nigeria, Ahmed and Adamu (2019) identified six (6) of them. These challenges according to them are insufficient funds, poor remuneration and motivation of teachers, orientation of school administration, insufficient infrastructural facilities, increase in student's enrolment and inaccessibility to digital and internet technology.

- **The issue of funding in business education:** Most Business Education programs are offered in public schools owned by governments at local, state and federal levels in Nigeria. For business education in Nigeria to achieve its goals, it requires adequate funding to employ and retain adequate number of qualified staff, develop curriculum and provide a wide range of modern infrastructural facilities that meet the needs of current business and economic environment. But the funds to meet these obligations in business education are often not there.
- **The issue of poor remuneration and motivation of teachers:** Teachers constitute a critical element in any educational set up. The problem however remains that generally in Nigeria; teachers are poorly remunerated and ill motivated. This situation also affects business education teachers. Poor remuneration and lack of motivation of business education teachers, no doubt, kill their morale and adversely affects their job performance. Poor teacher performance is a major cause of falling standard of education in Nigeria.
- **The issue of orientation of administration:** One issue that business educators need to address is the question of who should administer business education programme. What happens in many cases is that those who administer educational institutions are ignorant of the value and potentials of business education in national competitiveness and development. Hence Nwalogbura and Eneogwe in Ahmed (2019) stated that business education in such school may not have the level of support it needs to gain acceptance among students and staff.
- **Issue of insufficient infrastructure:** In many institutions where business education is offered, insufficient infrastructural facilities are basic challenge. Business education as a skill builder needs a variety of modern and relevant equipment, machinery, gadgets and tools for student's optimum performance in acquisition of practical skills. Due to the dynamic nature of business environment, existing facilities need to be constantly up-dated in line with changing technologies. But what obtains according to Aworanti in Ahmed (2019) is that basic facilities like studios, libraries, laboratories and entrepreneurship research center have declined in quality and quantity, where they are available, they are not only in bad and non-functional state but also very obsolete.
- **Inaccessibility of digital and internet technology:** Modern business operation is IT-driven. Any business concern in the present technological age that lacks access to ICT will be groping in the dark. For business education to achieve its mission of producing youth with relevant and competitive employability skills, access to digital and ICT facilities is imperative in the classroom. For digital and internet facilities in a business education classroom to be effective, the following conditions must be met;
 1. Business education teachers must have the knowledge and skill to use the new digital tools and resources to help students achieve high academic standard.
 2. Students and business educators must have sufficient access to digital technologies and internet in their classrooms and business education institutions.
 3. High quality, meaningful and culturally responsive digital contents must be available for both business educators and learners.

Conclusion

It is noteworthy that the average products of Nigeria educational programme are basically unemployable because they lack the skills needed by employers of labour (Uddin & Uddin, 2013). This situation has resulted in the ever increasing army of unemployed youths on the streets of our urban areas and villages with the consequent rise in crime wave in our society today. A situation like this does not create room for sustainable development in any society. In Nigeria, Business Education is a veritable tool for bridging the unemployment gap. This is because Business Education equips youth and adults with relevant skills and competencies that enable them contribute meaningfully to the sustainable economic development of their areas as competent employees, entrepreneurs, employers, producers and informed consumers of goods and services.

Recommendations:

Based on the above mentioned findings, the following recommendations are made:

1. Governments, institutional administrators, the organized private sector, communities, philanthropist and donor agencies like Industrial Training Fund (ITF). Small, Medium Enterprises Development (SMEDA), Tertiary Education Trust Fund (TET Fund), etcetera should as a matter of priority mobilize adequate funds to support business education programmes beginning from the junior secondary schools to tertiary level of education.
2. There is need to motivate Business educators adequately through improved remuneration and conditions of service by their employers.
3. School administrators should be given proper orientation to enable them understand the role of Business Education in sustainable development. The National Universities Commission NUC, National Commission for Colleges of Education NCCE, and National Board for Technical Education NBTE should not end with prescription of minimum standards for business education in our universities, colleges of education and polytechnics. They should step up their support and supervisory roles in ensuring that these standards are maintained.
4. Business Education curriculum at every level should undergo constant evaluation and review in order to keep it up to date with current technological realities.
5. Business Educators should improve their personal skills in the area of ICT to enable them impact these skills effectively and efficiently to their students. As new technologies emerge, so new skills are needed to drive innovations in technology. Both teachers and students of business education should try to keep pace with emerging technologies in office and business administration.
6. Career guidance and public enlightenment should be provided by Business Educators and other education stakeholders to improve positive public perception (PPP) of business education by students, parents and the society.
7. There is also the urgent need to replace obsolete equipment used in business education studios and laboratories with modern ones.

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Influence of Addictiveness to Tik-Tok on Students' Reading Habits: A Study in Delta State Polytechnic, Otefe-Oghara

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Abstract

This study examined the influence of addictiveness to Tik-Tok on the reading habit of students in Delta State Polytechnic, Otefe-Oghara (DSPT). The objective of the study was to ascertain whether TikTok addiction affects DSPT students' academic performance. The design of the study was the descriptive survey method in which questionnaire was designed for respondents. The population of this study comprised of legitimate students of Delta State Polytechnic, Otefe-Oghara for the 2023/2024 and 2024/2025 academic sessions. The sample size was gotten from the population of the study in such a way that will be a representative of ND I, ND II, HND I and HND II students who were in both Spats and Regular programmes in DSPT. The purposive sampling of non-probability sampling technique was adopted aimed to capture and give only students of DSPT who have TikTok accounts the chance to participate in the research with regard to responding to the administered questionnaires. The instrument's content and face validity were verified through expert evaluation by professionals in mass communication. Reliability was determined through Cronbach's alpha, yielding a coefficient of $\alpha = 0.78$, validating the internal consistency of the tool. The data collection instrument used in collecting data was questionnaire on the influence of addictiveness to TikTok on students' reading habits. Data collected through the questionnaires were analyzed using descriptive statistics such as frequencies and percentages. Findings from the study showed that students of DSPT are familiar with the use of TikTok and the use of TikTok is rampant among students of DSPT; thus, it distracts students of DSPT from reading their books, leading to poor academic performance. It is therefore recommended that adolescents should be encouraged to use phones and internet for educational purposes rather than the usual chatting with friends all the time. They should be advised to limit the use of TikTok or other social networking sites and be encouraged to rather substitute the time to read novels and relevant academic books to improve their knowledge.

Keywords: TikTok, Addictiveness, TikToker, Student, Reading, Reading Habit, Social Media, Academic Performance

Introduction

The emergence of social media began in the early days of the internet when people started sharing information and communicating with each other. It was just that the earlier were more "technology" intensive and required some expertise to use hence the number of people using these platforms were limited. Over a period of time as the technology matured, platforms were developed where regular users, without any technological background, could also use the service. This service was a turning point in the history of Internet, making the Internet technology all inclusive, where people were no longer spectators to the contents being dished out to them. Now they could create their own content, share it with others, respond to people, collaborates with them and more. This users' interaction is what gave the driving force to the development of social media, as we know it today (Asogwa & Samuel, 2017). Kaplan and Haenlein (2010) define social media as group of internet-based applications that build on the ideological and technological foundation of web 2.0, and that allows the creation and exchange of user-generated contents. They include Facebook, Twitter, MySpace, YouTube, TikTok etc.

The TikTok application available for Android and Apple smartphones enables creation of short videos where users can perform playback-videos to diverse pop-songs, to name one very prominent feature of the platform. These so-called "LipSync-Videos" can be shared with other users, downloaded for non-commercial purposes, commented upon and of course attached with a "Like." Not only are playback-videos uploaded on TikTok but also users view a large amount of video content. Users can also call out for "challenges," where they define which performance should be created by many users. As a consequence, TikTok users imitate the content or interact with the original video (Montag et al., 2021).

Addiction is a condition that results when a person ingests a substance (alcohol, cocaine, nicotine) or engages in an activity (gambling) that can be pleasurable but the continued use of which becomes compulsive and interferes with ordinary life responsibilities, such as work or relationships, even health. The sudden excessive use of Tik-Tok has opened the gateway to Tik-Tok addiction as a psychological disorder that is mostly found in adolescents. Tik-Tok addiction refers to spending so much amount of time on Tik-Tok that it interferes in everyday life. When adolescents exceed the limit of being addicted to Tik-Tok, it starts changing into a psychological disorder, which means spending an excessive amount of time on Tik-Tok, which may restrict adolescents to devote their proper time to real life activities such as work, school, or maintaining relationships with family and friends (Zaffar et al., 2015).

Tik-Tok addiction is most commonly observed in adolescents because of lack of awareness among them regarding the use of internet and social networking sites. The adolescent stage is the stage of stress and storm, strain and strife and because of this, they are unable to discriminate between right and wrong. Tik-Tok addiction may make adolescents experience problems and erosions in their academic life, as this habit interferes with their daily life activities including most important aspect of their academic life i.e. their study habits and academic achievement (Pasek et al., 2009). Tik-Tok is mainly used to keep up with social aspects of college life and it is a part of most students' daily routine. Tik-Tok offers many different options for social networking and entertainment. As far as communication goes, Tik-Tok offers a chat option in which people can send messages instantly to one another.

These are not the only things Tik-Tok does as the adolescents can also use this site to create academic groups in order to share the important information. However, students did not seem to agree on the fact that Tik-Tok helped their academic life. It becomes core to investigate into the level of addictiveness to these social networking sites especially Tik-Tok and see if it affects the academics of students (Madge et. al., 2009). To this effect, this project work will critically examine the influence of addictiveness to Tik-Tok on students' reading habits of students of Delta State Polytechnic, Otefe-Oghara.

In Nigeria, the main documented concern for many ailments among school adolescents is for academic achievement (Ahmed and Qazi, 2011). Each year, failures and lesser scores in exams than expected, consummates the lives of many students. Thus, the main focus of nation should be improvement in academic performance of adolescents. But past researches have shown how internet use had interfered in students' academic work and their social lives. So, it is the concern of many schools to monitor and limit the use of Internet for fear that they cannot perform other tasks if they cross the limit of using the site. With the present era being technology driven, social media has become an indispensable part of many people irrespective of their age. Among different age groups, the maximum users are adolescents and among different social networking sites (SNS), Tik-Tok shares the major part of usage by them. Many adolescents are tending towards excessive usage of Tik-Tok leading to its addiction (Junco, 2011). Does this addiction have negative influence on adolescents or it actually helps them to keep up with their counterparts and be socially connected to them for their betterment? This question is unanswered specifically when it concerns the impact that it has on the study habits and academic achievement of adolescents and that is what the study intends to answer, especially among students in Delta State Polytechnic, Otefe-Oghara (DSPT).

Tiktok

TikTok, known in China as Douyin, is a short-form video hosting service owned by Chinese company ByteDance. It hosts a variety of short-form user videos, from genres like pranks, stunts, tricks, jokes, dance, and entertainment with durations from 15 seconds to ten minutes. TikTok is an international version of Douyin, which was originally released in the Chinese market in September 2016. TikTok was launched in 2017 for iOS and Android in most markets outside of mainland China; however, it became available worldwide only after merging with another Chinese social media service, Musically, on 2 August 2018. TikTok and Douyin have almost the same user interface but no access to each other's content. Their servers are each based in the market where the respective app is available. The two products are similar, but features are not identical. Douyin includes an in-video search feature that can search by people's faces for more videos of them and other features such as buying, booking hotels and making geo-tagged reviews. Since its launch in 2016, TikTok and Douyin rapidly gained popularity in virtually all parts of the world. TikTok surpassed 2 billion mobile downloads worldwide in October 2020. TikTok is a popular video-sharing social media site (Bailey, 2020). TikTok is a Chinese viral video-making application first introduced and claimed by the Chinese organization ByteDance. It is utilized to make short clips, lip-sync, move, satire, and talented recordings of 3 to 15 seconds, and short looping recordings of 3 to 60 seconds. It is a global form of Douyin that was initially delivered to the Chinese market in 2016 September. Afterward, TikTok was dispatched in 2017 for iPhone and Android in many business sectors outside of territory China; in any case, it just opened up around the world, including the United States, in the wake of conversing with another Chinese online media administration Musically on August 2, 2018. Since its dispatch in 2016, TikTok/Douyin quickly picked up fame in East Asia, South Asia, Southeast Asia, the United States, Turkey, Russia, and different world pieces. As of October 2020, TikTok outperformed more than 2 billion versatile downloads around the world (Louise, 2019).

Advantages of Tiktok App

- **Discovery of talent:** There are millions of people all around the globe who do not have a platform to showcase their skills to the outer world. Applications such as TikTok makes it possible for the smaller creators to reach a wider audience much easier. They do not have to spend money on publicity or getting their talent out of their little room. A great thing if you think about it.
- **Entertainment:** There is no need to mention that TikTok is filled with a lot of talented creators who can entertain you for hours without making you bored. Thousands of videos uploaded to the platform every day provides a consistent flow of fresh content at your fingertips. It can be more entertaining than some movies if you are really into such short clips that make you laugh.
- **Make money:** TikTok won't directly pay you any money for uploading videos. However, brands do, if you promote their products or services to your TikTok audience. Apart from that, you can promote yourself and gain publicity on the platform being a popular creator, driving more opportunities for you outside TikTok. So, when used with care, you can earn money with TikTok.
- **Anyone can use it:** Unlike many other industries, you do not have to be a Starkid, or famous to start using TikTok. As long as you have a smartphone and an Internet connection, you are good to go. Various features provided by the app such as the beautification of the videos make it easier to upload content (Rahul, 2020).

Empirical Review

Many social media tools, such as TikTok, have provided an excellent opportunity for students to learn in an expression course. However, not only students benefit from online video platforms. Also, scholars can gain a reputation through TikTok. If people look closely when they click into a person's account, they will see a symbol that officially announces that the video maker is a professional scholar. There is usually a red circle with a check mark, and that will show the TikTok official has proved that the scholar is under authentication. In that case, when students surfing on the internet, or when they roll down to the next TikTok video, it will be a great chance that they can see these academic videos. In other words, this is the way how teenagers or school-aged students learn knowledge through online platforms, and most importantly in an easily acceptable and creative way. Also, students can like and share the videos their teachers make, so that the teacher will gain fame, and more students would be able to see the video. This would enhance a learning environment among users (also known as TikTokers) (Jiahong, 2021).

Other studies of social media use have focused strictly on its impact on dynamics that have been shown in prior scholarship to indirectly affect grades – college student engagement and involvement. These studies stop short of assessing the direct effect of social media use on grades, but prior research on traditional forms of academic engagement and involvement has emphasized the role of these dynamics in influencing GPA and other academic outcomes. For example, a 2007 study of first-year students and social networking sites conducted by the Higher Education Research Institute (HERI) at the University of California Los Angeles revealed no relationship between time spent on social media and the amount of time spent on academic endeavors, particularly when they compared students who reported spending less than one hour on social networking sites daily and those who report spending more than six hours. However, the study did find a positive relationship between more social media use and higher levels of campus social involvement. Students who were spending more time using social media reported a stronger connection to their institution, felt better about their social life, and were also spending more time on real-life social activities such as interacting with friends and participating in student clubs or groups (Rahmawati and Anwar, 2022).

The popularity of TikTok among social media platform users and the openness of its content make it more accessible to students both of secondary schools and tertiary institutions. Despite the adverse effects of TikTok on students, there are also positive effects of TikTok. Bernard found that using TikTok videos in the classroom engaged students' attention, increased their interest in learning, and improved their understanding (Bernard, 2021). Furthermore, TikTok is more familiar to students, so using TikTok in the classroom can increase their learning efficiency. Ilham also suggested that during Covid-19, using TikTok for learning was effective; students would be more motivated and would not get bored. Students are drawn to familiar software and are curious about how teachers will use it to teach. At the same time, TikTok's extensive social approach can be utilized to move away from the traditional Chinese approach to education (teacher-centered) and allow more students to participate in the classroom (Ilham, 2022).

Theoretical Framework

This study was anchored on the Uses and Gratifications Theory which say that a medium or a message is a source of influence within the context of other possible influences. Rosengren (1974) says that individual differences influence media effects. The researcher should look at the involvement, motivation, selectivity of individual communicators to understand the effects. People choose media content and the channels purposively, with which they can associate easily and it is in response to their expectations and desires. Uses and Gratifications studies have delved deep into motives for using social media platforms and the effects associated with it. During the process of cultivation, audiences are also satisfying their needs and desires of social networking use. If students of Delta State Polytechnic, Otefe-Oghara approach TikTok application with certain expectations, then they decide what to do on the social media platform. This decision effects the processing of information also. Social media dependency (TikTok application use) is also closely related to Uses and Gratifications and so is the functional approach to Mass Communication. Researchers have attempted to link gratification with effects successfully to some extent. They have argued that gratification affects social behavior, psychological behavior, motivation, attitudes and activity. Due to the expected feedback (acceptance, applaud, accolades) that students of Delta State Polytechnic, Otefe-Oghara required from course mates, clients, friends and fans on the TikTok application, they tend to make use of the application and if left unchecked, goes into addictive use. It is established that DSPT students make use of the Tik-Tok app to meet their entertainment needs.

Statement of Problem

The discourse on social media addiction has become more often discussed in recent years. It is perceived that social media has been often abused especially among younger folks leading to distractions from both academic and non-academic activities. This negative trend has become more negatively significant in the academic sector among students of both secondary and tertiary institutions. TikTok is very popular among the young and has become for many a mode of free and creative self-expression (Ngilangil, 2022). TikTok being one of the most used social media platforms recently among adolescents and teenagers for sharing short videos, has been associated with several adverse effects in its usage (Rahmawati & Anwar, 2022). According to Simrin (2020), "TikTok is designed to be addictive being incredibly easy to fall down the TikTok hole and suddenly reemerge hours later having lost an entire day." It is therefore important for instructors and schoolteachers to become aware of how students are affected by watching TikTok which may apparently lead to its addiction (Liu, 2023). From the foregoing, it can be opined that addiction to TikTok could affect academic activities such as attending lectures, doing assignments and class works, reading and studying amongst others. It is to this end that this study intends to explore the influence of addictiveness to TikTok on students' reading habits with particular focus on students of Delta State Polytechnic, Otefe-Oghara.

Methodology

For the purpose of this work, descriptive survey method was used which portrayed the use of questionnaires administered to respondents in order to elicit responses for data analysis. The population of this study comprised of all legitimate students of Delta State Polytechnic, Otefe-Oghara for the 2023/2024 and 2024/2025 academic sessions put at about 16,550. Sample size of 120 was gotten from the population of the study in such a way that it was a representative of ND I, ND II, HND I and HND II students who were in Spats and/or Regular programmes in Delta State Polytechnic Otefe-Oghara. The purposive sampling of non-probability sampling technique was adopted. The purposive sampling or judgmental sampling was aimed to capture and give only students of Delta State Polytechnic, Otefe-Oghara who have TikTok accounts the chance to participate in the research with regard to responding to the administered questionnaires. The data collection instrument used in collecting data was questionnaire on the influence of addictiveness to TikTok on students' reading habits. The method of data collection for this study was one-on-one or interpersonal administration of the questionnaire by the researcher to the respondents. The data collection instrument used in collecting data is questionnaire. After the collection of the questionnaire, the popular method of frequency and percentage was used to analyse the data to present it an accurate and clear manner.

The instrument's content and face validity were verified through expert evaluation by professionals in mass communication. Reliability was determined through Cronbach's alpha, yielding a coefficient of $\alpha = 0.78$, validating the internal consistency of the tool.

Results

Data collected through the questionnaires were analyzed using descriptive statistics such as frequencies and percentages. Out of 120 questionnaires administered, only 100 were retrieved and thus used for data analysis.

Table 1: Students of DSPT are familiar with the use of TikTok

Responses	No of Respondents	Percentage (%)
Strongly agree	34	34
Agree	24	24
Undecided	9	9
Disagree	20	20
Strongly Disagree	16	16
Total	100	100

From the table above, it shows that 34(34%) of the total respondents strongly agree that students of DSPT are familiar with the use of Tik-Tok, 24(24%) agreed, 9(9%) are undecided, 20(20%) disagree while 16(16%) strongly disagreed. Thus, this table shows that majority of the respondents (34%) concludes that students of DSPT are familiar with the use of TikTok.

Table 2: Students who are addicted to TikTok use are lazy towards academic work

Responses	No of Respondents	Percentage (%)
Strongly agree	22	22
Agree	31	31
Undecided	16	16
Disagree	17	17
Strongly Disagree	14	14
Total	100	100

From the table above, it shows that 22(22%) of the total respondents strongly agreed that students who are addicted to TikTok use are lazy towards academic work, 31(31%) agreed, 16(16%) are undecided, 17(17%) disagreed 18(22.5%) while 14(14%) strongly disagreed. This table shows that majority of the respondents (31%) are of the notion that students who are addicted to TikTok use are lazy towards academic work.

Table 3: The use of TikTok is rampant among students of DSPT

Responses	No of Respondents	Percentage (%)
Strongly agree	39	39
Agree	34	34
Undecided	7	7
Disagree	8	8
Strongly Disagree	12	12
Total	100	100

From the table above, it is discovered that 39(39%) of the total respondents strongly agreed that the use of TikTok is rampant among students of DSPT, 34(34%) agreed, 7(7%) are undecided, 8(8%) disagreed while 12(12%) strongly disagreed. This table therefore shows that majority of the respondents (39%) concludes that the use of TikTok is rampant among students of DSPT.

Table 4: The use of TikTok distracts students of DSPT from their books

Responses	No of Respondents	Percentage (%)
Strongly agree	17	17
Agree	27	27
Undecided	14	14
Disagree	24	24
Strongly Disagree	18	18
Total	100	100

From the table above, it is seen that 17(17%) of the total respondents strongly agree that the use of TikTok distracts students of DSPT from their books, 27(27%) agreed, 14(14%) are undecided, 24(24%) disagreed while 18(18%) strongly disagreed. Thus, the above table shows that majority of the respondents (27%) are of the opinion that the use of TikTok distracts students of DSPT from their books.

Table 5: DSPT students are addicted to the use of TikTok

Responses	No of Respondents	Percentage (%)
Strongly agree	26	26
Agree	29	29
Undecided	14	14
Disagree	16	16
Strongly Disagree	15	15
Total	100	100

From the table above, it shows that 26(26%) of the total respondents strongly agree that DSPT students are addicted to the use of TikTok, 29(29%) agreed, 14(14%) are undecided, 16(16%) disagreed while 15(15%) strongly disagreed. Thus, this table shows that majority of the respondents (29%) are in support of the notion that DSPT students are addicted to the use of TikTok.

Table 6: TikTok addiction affects DSPT students' academic performance

Responses	No of Respondents	Percentage (%)
Strongly agree	37	37
Agree	32	32
Undecided	6	6
Disagree	11	11
Strongly Disagree	14	14
Total	100	100

From the table above, it shows that 37(37%) of the total respondents strongly agree that TikTok addiction affects DSPT students' academic performance, 32(32%) agreed, 6(6%) are undecided, 11(11%) disagreed while 14(14%) strongly disagreed. Thus, this table shows that majority of the respondents (37%) strongly agreed that TikTok addiction affects DSPT students' academic performance.

Table 7: TikTok addiction has negative influence on the reading habits of students in DSPT

Responses	No of Respondents	Percentage (%)
Strongly agree	34	34
Agree	15	15
Undecided	9	9
Disagree	23	23
Strongly Disagree	19	19
Total	100	100

From the table above, it shows that 34(34%) of the total respondents strongly agreed that TikTok addiction has negative influence on the reading habits of students in DSPT, 15(15%) agreed, 9(9%) are undecided, 23(23%) disagreed while 19(19%) strongly disagreed. Thus, this table shows that majority of the respondents (34%) agree that TikTok addiction has negative influence on the reading habits of students in DSPT.

Discussion

The focus of the study was to investigate the addictiveness of TikTok on reading habits of students in Delta State Polytechnic, Otefe-Oghara. Result from the study revealed that majority of the respondents are familiar with the use of TikTok application for sharing short videos. The result from the above is consistent with studies from Mohammed and Suleiman (2013) which opined that awareness level of the social media among the students is high which results in daily usage of the social media by majority of them. More so, Kingdom and Nnabuike (2015) in their research revealed that usage level of social networking sites among the students is high and this cuts across gender and age demographics as well as academic programmes. Another study by Ngilangil (2022) revealed that Tiktok had a significant relationship with the students which means Tiktok was influential and engaging. TikTok's influence on students has provided them with a platform to entertain its viewers. While TikTok may be entertaining to the young, there are also other positive and negative effects.

The study also showed that a large number of students who are addicted to TikTok end up becoming lazy academically. They tend to scarcely indulge in academic activities such as reading, studying, going to classes to receive lectures, or even doing assignments and class works; rather, they tend to spend so much time on the TikTok app. This in the end affects their academic performance leading to poor academic achievement. Work done by Mekler (2021) provide findings consistent with the present study. Findings from the study showed that TikTok can impact college students' abilities to be able to pay attention in class and get their schoolwork done, so students have the possibility of doing worse in a class if they have and use the app TikTok.

Result from the study also revealed that the use of TikTok has become rampant among students in Nigerian tertiary institutions, including Delta State Polytechnic, Otefe-Oghara. Furthermore, the study revealed that TikTok addiction has negative influence on the reading habits of students in Delta State Polytechnic, Otefe-Oghara. Findings from study done by Salasac and Lobo (2022) disagrees with findings from the present study.

From the study, it is revealed that with the TikTok use, the level of students' engagement in their academic coursework (such as reading) is significantly very high. The study also revealed that the use of TikTok distracts students of DSPT from their books. Result from study conducted by Khurana (2015) agrees with the above finding. The study revealed that youths are getting addicted to social networking sites or social media platforms like TikTok and tends to distract themselves from academics around the world. Another study done by Mekler (2021) showed results consistent with the present study. The results showed that the more time participants spent on TikTok each day, the more they became distracted on TikTok when they were trying to pay attention in class and complete schoolwork.

Findings from the study also showed that students of Delta State Polytechnic, Otefe-Oghara are addicted to TikTok use. This is consistent with findings from the study done by Liang (2023) which opined that students, who receive higher education are one of the groups with the highest stickiness of Tik Tok users. According to Ciplak (2020 cited in Mekler 2021), "TikTok can captivate anyone who is using the app and can cause something like an addiction, where you do not want to get off the app. The more time per week that people spend on social media, the more they become addicted to social media". Findings from study done by Vhatkar and Mali (2021) revealed that TikTok is very famous among youngsters. It is used by students in large number. The study also showed that TikTok addiction affects DSPT students' academic performance. This result aligns with those from Kingdom and Nnabuike (2015) who in their research revealed that the Bida Polytechnic students use the social media/social networking sites for various purposes, and these uses have enormous impact or influence on their academic performance. On the other hand, the survey by Mekler (2021) revealed that TikTok can negatively impact college students' abilities to pay attention and get their coursework done, which can lead to worst academic performance. Kuznekoff and Titsworth (2013) thought that classroom learning is something that needs attention focused on what is being taught or lectured, and if students are using their phones during class, then they will not take notes very well. They found that participants who were exposed to increased phone distractions scored more poorly on the test following the distractions and took less detailed notes. This study demonstrates that not only are phones themselves distractions, using or being distracted by a phone can lead to decreased learning and negative learning outcomes. From the study of Hinchliffe (2021), it was ascertained that 90% of the respondents that use social networking sites (e.g., Tiktak, etc.) positively helped them to help their academic performance.

Conclusion

With the present era being technology driven, social media has become an indispensable part of many people irrespective of their age. Among different age groups, the maximum users are adolescents and among different social networking sites (SNS), TikTok shares the major part of usage by them. Many adolescents are tending towards excessive usage of TikTok leading to its addiction. This addiction has negative influence on adolescents or it actually helps them to keep up with their counterparts and be socially connected to them for their betterment. The findings indicate that there is a significant negative impact of TikTok Addiction on study habits and academic achievement of adolescents. The major implication derived is that the higher the addiction to TikTok the study habit become poor and academic achievement decreases resulting in lower grades.

Recommendations

From the findings of the study, the following recommendations are made by the researcher thus:

1. Adolescents should be encouraged to use phones and internet for educational purposes rather than the usual chatting with friends all the time. They should be advised to delimit the use of TikTok and be encouraged to rather substitute the time to read novels and relevant academic books to improve their knowledge.
2. Since the study confirmed that the excessive use of TikTok affects the study habits and academic performance of students negatively, there is the urgent need for the introduction of students to the availability of information resource or materials in the library that can help them in their studies.
3. It is further recommended that adolescents should be made aware of dangers of addiction to TikTok. They should be introduced to sites that can add values to their academic work and research.

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Influence of Instagram On Body Image Perception and Satisfaction Among Young Female Undergraduate Student of Delta State University, Abraka

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Abstract

This work examined the influence of Instagram on body image perception and satisfaction among young female undergraduate students of Delta State University (DELSU), Abraka. The objectives of the study were to determine the level of exposure to Instagram use for body image satisfaction among DELSU female undergraduate students and to ascertain the perception of DELSU female undergraduate students towards body image. The descriptive survey research design was used for the study. The purposive sampling technique was used by the researcher. The population size for this study constituted only female students of Delta State University, Abraka. The instrument used for this study was questionnaire. The questionnaire on the influence of Instagram on body image perception and satisfaction among young female undergraduate students of Delta State University, Abraka was designed and distributed to the respondents to generate data for the study. The researcher used the simple percentage method in the tabulation of results. Findings from the study showed that DELSU female undergraduate students often upload edited and filtered photos on Instagram because they have low self-esteem. Even though they are very concerned about their body image, yet, they are highly exposed to Instagram use for body image satisfaction as a result of comparison with social media influencers. The study also revealed that the respondents greatly appreciated their body; more so, victims of body shaming are liable to have high body dissatisfaction. It is therefore recommended that usage of Instagram should be limited for their users as excessive use leads individuals to a high level of anxiety, depression, loneliness, sleep problems and fear of missing out. Also, body shaming should be frowned at by school management among others; thus, anyone who engage in such act should be given strict punishments within the academic space.

Keywords: Instagram, Student, Undergraduate, Low Self-Esteem, Body Dissatisfaction, Body Image Perception.

Introduction

With the emergence of Social Networking Sites [SNSs], such as Facebook and Instagram, people are now afforded with many more opportunities to compare their appearances with the appearance of others. Research has indicated that women who engage in appearance-related social comparisons on SNSs are at a higher risk of experiencing body dissatisfaction, which is a major risk factor for development of eating disorders (Fardouly et al. 2018). The intersexual competition model, derived from the Darwinian theory of sexual selection grounded in an evolutionary perspective, provides a theoretical model to better understand why users engage in social comparisons via SNSs. The theory posits that people, but women especially, engage in appearance-related comparisons to evaluate their own attractiveness among members of the same sex, with the ultimate goal of attracting and retaining high quality mates (Lobo et al., 2020).

In today's society, women are constantly surrounded by images of unrealistically thin-ideal bodies in media. The thin-ideal body is commonly perceived in Western societies as a slender, feminine physique with a small waist and little body fat. Notably, as modern women's body sizes have increased over the last two decades, this thin ideal that is portrayed in media has become progressively thinner. Several media scholars have examined the influence of exposure to media images depicting the thin-ideal body on body image. A meta-analysis of correlational studies demonstrated a consistent, positive relationship between media exposure to the thin-ideal and body image concerns (Grabe et al., 2008). In experimental studies, researchers have typically presented female participants with images of thin body-sized women, average body-sized women and neutral stimuli, and measured the extent to which these participants felt dissatisfied with their bodies before and after image exposure. In general, these studies have revealed that body image concerns are typically highest after exposure to thin body-sized women (Cash, 2012).

In more recent years, scholars have become interested in examining how body image concerns are influenced by exposure to thin-ideal images on SNSs (Perloff, 2014). Extant research shows that self-presentation may be a key motivator underlying activity on SNSs: users upload their most flattering images to SNSs in order to present themselves as they wish to be seen (Burnette et al., 2017). Prieler et al. (2021) analyzed the Facebook photo galleries of college students and found that female students tended to strike poses that were flirtatious and sexy in their photos, often with same-sex friends who are doing the same. Similar to Facebook, Instagram provides users with the ability to share photos with others online. Instagram has more than 400 million active users, with more than 80 million photos shared daily. When users open Instagram on a computer or mobile device a feed of photos and videos appears of people they follow, which can be anyone from celebrities to their friends and family. The two most common types of photos shared on Instagram are "selfies" – photographs that one has taken of oneself and uploaded to a social media web site - and photos of friends. Users of Instagram can not only choose the most flattering images of themselves to upload to the site, but also manipulate those images using filters to highlight their best features. This type of filter-manipulation makes it more likely that Instagram users will be exposed to the best representation of others on Instagram (Hu, 2018).

Just as body image concerns have been found to be associated with exposure to images in traditional media forms, recent evidence indicates that those concerns may be equally associated with exposure to images on SNSs. In a cross-sectional study, McLean et al. (2017) found individuals who had a Facebook account reported experiencing greater body dissatisfaction than individuals who did not have a Facebook profile. This relationship was strongest for young adult women. In addition, Prieler et al. (2021) investigated female high school students' photo-based activities on Facebook and found that engaging in these activities, such as posting a photo or liking someone else's photo, were positively associated with body image disturbance. Studies investigating the relationship between Instagram use and body image have revealed similar results. Cwynar-Horta (2016) found that Instagram usage was negatively associated with body satisfaction for college students and that this association was strongest for users with lower levels of self-esteem. Thus, this work will critically examine the influence of Instagram on body image perception and satisfaction among young female undergraduate students of Delta State University, Abraka (DELSU).

Statement of The Problem

With the emergence of photo-sharing SNSs, such as Facebook and Instagram, young women including female undergraduate students in tertiary institutions, are now exposed to the most flattering depictions of their friends, family, and celebrities and, indeed, early evidence indicates a similar negative influence of such depictions on young women's body image. Media scholars have applied several theories to explain the negative effects of media exposure on body image. Those with lower self-esteem may be more prompted to be concerned about body image perception and satisfaction leading to several forms of unhealthy comparisons especially among female folks on social media platforms like Instagram, TikTok, Facebook amongst others (Myers et al., 2012).

Obviously, individuals have a natural drive to compare their own attributes and abilities with the attributes and abilities of others. An upward social comparison is made when individuals compare themselves to someone who is perceived to possess superior attributes or abilities to their own, whereas a downward comparison is made when individuals compare themselves to someone who is perceived to possess inferior attributes and abilities to their own. Appearance-related social comparisons are comparisons based on physical attractiveness. For instance, when women compare themselves with a thinner target, a discrepancy between their body size and the target's body size becomes salient, which leads to negative evaluations of their own bodies (Cash, 2012). In order to reduce these discrepancies and associated negative evaluations, women may engage in risky health behaviors, such as restricting food intake or purging. Research has clearly shown that engaging in appearance-related comparisons can have several additional negative consequences, including experiencing lower appearance-related self-esteem, body dissatisfaction, and development of an eating disorder (Joshua et al., 2017). To this effect, the research meant to investigate the influence of Instagram on body image perception and satisfaction among young female undergraduate students of Delta State University, Abraka (DELSU)

Concept of Body Image

Body image refers to a person's emotional attitudes, beliefs, and perceptions of their own body. Experts describe it as a complex emotional experience. Body image relates to what a person believes about their appearance, how they feel about their body, height, weight, and shape, how they sense and experience their body. Positive body image is related to body satisfaction and acceptance, while negative body image is related to dissatisfaction and wanting one's body to be different (Derenne and Beresin, 2006). Body image is a person's thoughts, feelings and perception of the aesthetics or sexual attractiveness of their own body. The concept of body image is used in several disciplines, including neuroscience, psychology, medicine, psychiatry, psychoanalysis, philosophy, cultural and feminist studies; the media also often uses the term. Broadly speaking, body image consists of the ways people view themselves; their memories, experiences, assumptions, and comparisons about their appearances; and their overall attitudes towards their respective heights, shapes, and weights—all of which are shaped by prevalent social and cultural ideals (Grogan, 2016).

Body image refers to how an individual sees their body and their feelings with this perception. Positive body image relates to body satisfaction, while negative body image relates to dissatisfaction. Many people have concerns about their body image. These concerns often focus on weight, skin, hair, or the shape or size of a certain body part. The way a person feels about their body can be influenced by many different factors. A range of beliefs, experiences, and generalizations contribute to body image. Throughout history, people have given importance to the beauty of the human body. Society, media, social media, and popular culture often shape these views, and this can affect how a person sees their own body. However, popular standards are not always helpful. Constant bombardment by media images and social pressure can cause people to feel uncomfortable about their body, leading to distress and ill health. It can also affect work, social life, and other aspects of life (Grabe et al., 2008).

According to Cullari et al. (2002) body image is defined as the mental picture one forms of one's body as a whole, including its physical characteristics and one's attitudes toward these characteristics. It's how you see yourself, how you feel about your body and its shape, and how you physically feel in your body. Body image is the way we view ourselves physically. Body image can be negative ("body negativity"), positive ("body positivity") or neutral in character. A person with a negative body image may feel self-conscious or ashamed and may feel that others are more attractive. In a time where social media holds a very important place and is used frequently in our daily lives, people of different ages are affected emotionally and mentally by the appearance and body size/shape ideals set by the society they live in. These standards that are created and constantly being changed by society can contribute in part to body shaming - the act of humiliating an individual by mocking or making critical comments about a person's physiological appearance. Many factors contribute to a person's body image, including family dynamics, mental illness, biological predispositions and environmental causes for obesity or malnutrition, and cultural expectations (e.g., media and politics).

Body Dissatisfaction

Body dissatisfaction occurs when a person has persistent negative thoughts and feelings about their body. Body dissatisfaction is an internal emotional and cognitive process but is influenced by external factors such as pressures to meet a certain appearance ideal (Jung et al., 2009). Body dissatisfaction can drive people to engage in unhealthy weight-control behaviours, particularly disordered eating. This places them at heightened risk for developing an eating disorder (Chang, 2016).

Body dissatisfaction and overvaluing body image in defining one's self-worth are risk factors making some people more susceptible to developing an eating disorder than others. People experiencing body dissatisfaction can become fixated on trying to change their body shape, which can lead to unhealthy practices such as with food, exercise or supplements. Many people have concerns about their body image. These concerns often focus on weight, skin, hair, or the shape or size of a certain body part. Over time, these practices do not achieve desired results and often create a trap leading to intense feelings of disappointment, shame, guilt and, ultimately, increase the risk of developing an eating disorder (Ferguson et al., 2011).

Body Image and The Media

Longstanding research has documented the impact of viewing traditional appearance-focused media on the development of body image concerns. In recent years, one of the common external contributors to body dissatisfaction is social media. Social media portrays images that are filtered and edited and tends to show the 'highlights' of a person and their life. These images promote an unrealistic appearance ideal that cannot be achieved in real life. Research shows that social media use is associated with increased body dissatisfaction and disordered eating. Body dissatisfaction may occur when a person is viewing and comparing themselves to social media images and reading the appearance-related comments on social media, and feeling that they cannot live up to the ideal images presented. Careful consideration of how you use social media and the people you engage with is important in building and maintaining a positive relationship with your body (Pierce, 2016).

Today, social media is a factor that can have a big effect on someone's body image. For many people, social media shapes what defines beauty and attractiveness. And there are countless examples of people using social media to define themselves as individuals, it is placing more importance on the body and almost objectifying it. Social media can lead people to judge themselves harshly, if their bodies don't resemble what they see online. Being bombarded by images on social media can have a negative impact on body image, because in real life nobody will ever live up to the photoshopped or perfectly curated ideal they see in their Instagram feeds. The body image conversations on social media are not all negative. Social media can serve as another mental health resource when used mindfully and consumed critically. Instagram is one of the most popular social media platforms among young females. Idealized body images shared on the platform have been associated with lower levels of body satisfaction in this population, likely due to social comparison processes (McLean et al., 2017).

Empirical Review

A study was conducted by Joshua et al. (2017); according to them, similar to effects identified with traditional media forms, recent evidence indicates that body image concerns, such as body dissatisfaction and drive for thinness, may also be associated with exposure to images on Social Networking Sites. Utilizing social comparison theory, the current study sought to examine the relationship between female university students' photo-based activities on Instagram, which is a relatively new Social Networking Site, appearance-related comparisons, and two outcome variables: drive for thinness and body dissatisfaction. Mediational analyses using bootstrapping methods indicated that Instagram photo-based activities positively predicted both drive for thinness and body dissatisfaction through the mediating variable of appearance-related comparisons. These results suggest that Instagram use could be potentially harmful to individuals who find themselves frequently engaging in comparisons with others. Additionally, utilizing the intrasexual competition framework, the second aim of this study was to determine whether individual differences in competitiveness for mates influenced individual tendencies to engage in appearance-related comparisons on Instagram. A significant positive relationship emerged between intrasexual competitiveness for mates and appearance-related comparisons on Instagram.

A more recent study investigated appearance-related comparisons on Facebook. Participants were randomly selected to browse their own Facebook account, magazine websites featuring female models, or a control website for 10 min. The authors verified via a pilot study that the magazine websites were equally as likely to trigger appearance-related comparisons as the Facebook accounts. Participants who were exposed to their Facebook accounts reported significantly more concerns over their faces, hair, and skin-related features than participants exposed to either the magazine or control websites. Furthermore, the tendency to compare one's appearance with others moderated the relationship, such that individuals with a higher tendency to compare – referred to as social comparison orientation – had more appearance concerns after exposure (Fardouly et al., 2015). Additionally, Fardouly and Vartanian (2015) found a significant positive relationship between Facebook use and body image concerns in a population of college undergraduates. Mediation analyses indicated that the appearance-related comparisons made on Facebook explained the relationship between Facebook use and body image concerns. Common targets for appearance-related comparisons are the women portrayed in media. Tiggemann (2015) demonstrated that appearance-related comparisons mediated the relationship between body dissatisfaction and exposure to thin models in advertisements. That is, when women engaged in appearance-related comparisons with a thin model in an advertisement, they were more likely to experience greater levels of dissatisfaction with their own body size and shape. More recently, media scholars have turned their investigations to appearance-related comparisons made on SNSs. Prieler et al. (2021) exposed participants to either physically attractive or physically unattractive online profiles. Participants reported feeling more unattractive and experiencing a decline in mood when exposed to profiles of attractive users of the same sex. Furthermore, Hu (2018) examined the relationship between exposure to other women on the Internet and drive for thinness, defined as having an excessive concern with dieting and pursuit of thinness.

Greater exposure to images of other women on the Internet was found to be associated with a greater drive for thinness, and this relationship was mediated by appearance comparisons. Prior studies on the link between Instagram use and women's body dissatisfaction mainly focused on social comparison behaviors with peers and specific features such as the role of "selfies" or the number of "likes".

Instagram includes a plethora of (seemingly) authentic pictures, and many of them represent body ideals. Physical appearance, in fact, plays an important role on Instagram, and studies have found that adolescents and young people experience distress, are dissatisfied with their bodies, and feel the pressure to look perfect on social media, especially when confronted with thin ideals. Since Instagram provides its users with the opportunity to edit their content before posting it on their profiles, users tend to resort to self-presentation behaviors (Tiggemann and Anderberg, 2020). In an interview study with 24 teenage girls, Chua and Chang (2016) found that, in order to please their followers, social media users tend to match anticipated expectations and preferences by presenting a "highly selective version of themselves". Among female adolescents and young women, self-presentation focuses to a great extent on physical aspects and the idea of beauty. The main reason behind self-presentation is the wish to receive attention for their posts, especially from peers. Yet, posting is not the most prevalent activity on Instagram. In fact, adolescent and young adult Instagram users more often engage in browsing through and "liking" the content on others' profiles. Longitudinal research found that browsing through other users' idealized images leads to higher depression levels over time. It can thus be assumed that different forms of engagement on Instagram have differential effects on body dissatisfaction.

Another study conducted by Pedalino and Camerini (2022) highlighted that Instagram is one of the most popular social media platforms among young females. Idealized body images shared on the platform have been associated with lower levels of body satisfaction in this population, likely due to social comparison processes. In the study, the researchers tested a mediation model linking Instagram use (i.e., browsing through others' profiles, commenting on others' looks, posting one's own photos or stories) to body dissatisfaction (i.e., body image discrepancy and lack of body appreciation), mediated by upward social comparison with close peers, distant peers, and social media influencers. The researchers applied structural equation modeling to self-report cross-sectional data collected from 291 female adolescents and young women. The final model results show that browsing on Instagram was associated with lower levels of body appreciation, fully mediated by upward social comparison with social media influencers, not close or distant peers. Commenting on others' looks and posting own content were not associated with body dissatisfaction. Being an adolescent female (compared to a young woman) and having a higher BMI were associated with worse body appreciation.

According to Lobo et al. (2020), body image represents the mental perception of body shapes and is a multifactorial structure that includes psychological, physical and emotional elements. The discrepancy between the subjective perception of body image and the desire for the ideal body type can interfere with the feeling of satisfaction and trigger the desire for changes in appearance, directly interfering with mental health and general well-being. Men and women may differ in body image satisfaction due to the different social influences and beauty standards imposed. The aim of this study was to evaluate the subjective perception of body image and satisfaction with body shapes among men and women. The sample consisted of 100 college students of both genders. Subjective perception of body image and satisfaction were measured through self-assessment, through scale figure silhouettes. There was a significant difference in the subjective perception of body image in the comparison between genders, and women presented greater discrepancy between the real and the perceived image. In the analysis of satisfaction with body image there were no differences between genders and both presented high percentage of dissatisfaction. In addition, 46.2% of men would like to decrease their body shapes, 53.8% would increase them. As for women, 76.1% would like to decrease their body dimensions and 23.9% to increase them. The strong pressures imposed by society and the standards set by the prevailing media in determining body image dissatisfaction or self-assessment negatively, regardless of gender.

As of yet, however, no studies have investigated the appearance-related comparisons users make on Instagram. Given the likelihood of individuals being exposed to highly attractive versions of friends on Instagram (i.e. ideal images of known peers), it is likely that users will engage in appearance-related comparisons on this SNS as well. Therefore, extrapolating from Fardouly and Vartanian (2015)'s findings on Facebook exposure to likely outcomes associated with Instagram, they predicted that appearance-related social comparisons on Instagram will be positively related to body dissatisfaction and drive for thinness. In an experimental study, Brown and Tiggemann (2016) showed participants attractive images of celebrities and unknown peers sourced from public Instagram profiles. Participants who were exposed to ideal (i.e. thin) images experienced significantly more body dissatisfaction than participants exposed to neutral travel photos.

Studies conducted by Tiggemann (2015) highlighted that adolescents' use of social media has increased in Türkiye, as in the rest of the world. Negative body image negatively affected social media usage awareness about appearance. Social media addiction negatively affected social media usage consciousness related to appearance. The study was conducted cross-sectionally with the aim of determining the factors affecting adolescents' Appearance Related Social Media Consciousness Scale, Social Media Addiction Scale for Adolescents and Body Image Scale scores and the extent to which social media addiction and body image perception predict social media consciousness scores. The population of the study consisted of adolescents between the ages of 12-18 years studying in the academic year 2022-2023. The study was completed with 1667 volunteer students. The Body Image Scale, Social Media Addiction Scale for Adolescents and Appearance Related Social Media Consciousness Scale were used to collect the data. When the models were evaluated, it was determined that being female, increasing the time spent on the internet, sharing pictures frequently, using filters on pictures and being uncomfortable with the sharing of unfiltered pictures, and spending the most time on social media sites were strong predictors of Appearance Related Social Media Consciousness Scale, Social Media Addiction Scale for Adolescents and Body Image Scale scores. As a result, in the study, as adolescents' negative body image perception and social media addiction increased, social media consciousness about appearance increased.

Theoretical Framework

This study was anchored on Persuasion Theory. The Persuasion Theory is a mass communication theory that deals with messages aimed at subtly changing the attitude of receivers. The theory was propounded by Carl Iver Hovland and developed through the years 1940s and 1950s. The cognitive response model of persuasion locates the most direct cause of persuasion in the self-talk of the persuasion target, rather than the content of the message. Anthony Greenwald first proposed the theory in 1968 (Kenrick et al., 2009).

According to the persuasion theory, the communication process is of three phase mode namely are communication, attitude and behaviour. Message communications are targeted at audience to make them change their attitude towards the product or service (McQuail, 2005). This in turn will elect continuous patronage; when this happens, we can say that the three models propounded by Carl Hovland's persuasion theory has taken place, as the use of Instagram use stand for the communication message, which is targeted at prompting body image perception and satisfaction amongst female undergraduate students of Delta State University, Abraka. Persuasion theory is aimed at attitude change and helps in positioning involvement and participation of customers (audience). The concept underlying the persuasion theory is that information is provided to influence receivers' behavior's. The theory is mostly applicable by audience through several communication mediums which usually employs persuasive communication during media houses' programmes and thereby causing attitude and behavioral changes in the target audience (Eagly and Chaiken, 1993). The continuous usage of Instagram for fancy, edited and photos and videos uploads tend to positively affect the body image perception and satisfaction of the target audience on social media platforms. The essence of the persuasion theory is for female undergraduate students of Delta State University, Abraka to boost their self-esteem and create positive body image perception, driving at obtaining body image satisfaction. This goes ahead to cause netizens begin comment on their photos or videos as well as fellow course mates in same or different institutes of higher learner.

Methodology

The research design used in this study was the descriptive survey design. The population size for this study constituted only female students of Delta State University, Abraka out of which a sample size of 150 was derived. The purposive sampling of non-probability sampling technique was adopted. The purposive sampling or judgmental sampling which involved hand picking was employed in the study as it was the most appropriate to get the desired sampling elements in order to ensure that such elements are included in the sample. Questionnaires were distributed to female students of Delta State University, Abraka and these questionnaires were collected back that same day by the researcher. For the purpose of this study, data was collected from both primary and secondary sources. The primary source of data entails the use of questionnaire. The researcher sourced for primary data from the respondents by administering questionnaire which contains questions relating to the topic under study. Items in the questionnaire were to be given responses using a 5-Likert scale comprising of strongly agreed, agreed, strongly disagreed, disagreed and undecided. A total of 150 copies of the questionnaire were administered to female students of Delta State University, Abraka out of which 120 were retrieved giving a return rate of 80%. The questionnaires were distributed to the respondents in the area of study by the researcher and an assistant to ensure high return rate. Each copy of the questionnaire was sent with a letter of introduction; directions on how to fill the questionnaires was given to the respondents. Data collected was analyzed by use of simple percentage analysis.

Result

The researcher administered 120 copies of the questionnaire to the respondents and same were retrieved and used as basis of analysis for this study.

Table 1: I often upload edited and filtered photos on Instagram

Responses	No of Respondents	Percentage
Strongly Agreed	36	30%
Agreed	60	50%
Strongly Disagreed	6	5%
Disagreed	12	10%
Undecided	6	5%
Total	120	100%

The table above shows that 36(30%) of the total respondents strongly agreed that they often upload edited and filtered photos on Instagram, 60(50%) agree, 6(5%) disagree, 12(10%) strongly disagreed, while 6(5%) were undecided. Thus, majority of the respondents (50%) concludes that they often upload edited and filtered photos on Instagram.

Table 2: I upload edited and filtered photos on Instagram because I have low self esteem

Responses	No of Respondents	Percentage
Strongly Agreed	30	25%
Agreed	48	40%
Strongly Disagreed	15	12.5%
Disagreed	18	15%
Undecided	9	7.5%
Total	120	100%

The table above shows that 30(25%) of the total respondents strongly agreed that they upload edited and filtered photos on Instagram because they have low self-esteem, 48(40%) agreed, 15(12.5%) disagreed, 18(15%) strongly disagreed while 9(7.5%) were undecided. Thus, majority of the respondents (40%) are of the opinion that they upload edited and filtered photos on Instagram because they have low self-esteem.

Table 3: I am very concerned about my body image

Responses	No of Respondents	Percentage
Strongly Agreed	54	45%
Agreed	26	21.7%
Strongly Disagreed	24	20%
Disagreed	13	10.8%
Undecided	3	2.5%
Total	120	100%

The table above shows that 54(45%) of the total respondents strongly agreed that they are very concerned about their body image, 26(21.7%) agreed, 24(20%) strongly disagreed, 13(10.8%) disagreed while 3(2.5%) are undecided. Thus, majority of the respondents (54%) opines that they are very concerned about their body image.

Table 4: Body appreciation and perceived body discrepancy are distinct indicators of body dissatisfaction

Responses	No of Respondents	Percentage
Strongly Agreed	24	20%
Agreed	36	30%
Strongly Disagreed	12	10%
Disagreed	30	25%
Undecided	18	15%
Total	120	100%

The table above shows that 24(20%) of the total respondents strongly agreed that body appreciation and perceived body discrepancy are distinct indicators of body dissatisfaction; 36(30%) agreed, 12(10%) strongly disagreed, 30(25%) disagreed while 18(15%) are undecided. Thus, majority of the respondents (30%) concludes that body appreciation and perceived body discrepancy are distinct indicators of body dissatisfaction.

Table 5: I am highly exposed to Instagram use for body image satisfaction as a result of comparison with social media influencers

Responses	No of Respondents	Percentage
Strongly Agreed	60	50%
Agreed	48	40%
Strongly Disagreed	3	2.5%
Disagreed	6	5%
Undecided	3	2.5%
Total	120	100%

The table above shows that 60(50%) of the total respondents strongly agreed that they are highly exposed to Instagram use for body image satisfaction as a result of comparison with social media influencers; 48(40%) agreed, 3(2.5%) strongly disagreed, 6(5%) disagreed while 3(2.5%) are undecided. Thus, majority of the respondents (50%) concludes that they are highly exposed to Instagram use for body image satisfaction as a result of comparison with social media influencers.

Table 6: Body image dissatisfaction is as a result of low self esteem

Responses	No of Respondents	Percentage
Strongly Agreed	36	30%
Agreed	45	37.5%
Strongly Disagreed	12	10%
Disagreed	24	20%
Undecided	3	2.5%
Total	120	100%

The table above shows that 36(30%) of the total respondents strongly agreed that body image dissatisfaction is as a result of low self-esteem; 45(37.5%) agreed, 12(10%) strongly disagreed, 24(20%) disagreed while 3(2.5%) are undecided. Thus, majority of the respondents (37.5%) of the respondents agreed that body image dissatisfaction is as a result of low self-esteem.

Table 7: I greatly appreciate my body

Responses	No of Respondents	Percentage
Strongly Agreed	30	25%
Agreed	39	32.5%
Strongly Disagreed	30	25%
Disagreed	9	7.5%
Undecided	12	10%
Total	120	100%

The table above shows that 30(25%) of the total respondents strongly agreed that they greatly appreciate their body; 39(32.5%) agreed, 30(25%) strongly disagreed, 9(7.5%) disagreed while 12(10%) are undecided. Thus, majority of the respondents (32.5%) agreed that they greatly appreciate their body.

Table 8: Victims of body shaming are liable to have high body dissatisfaction

Responses	No of Respondents	Percentage
Strongly Agreed	60	50%
Agreed	48	40%
Strongly Disagreed	3	2.5%
Disagreed	6	5%
Undecided	3	2.5%
Total	120	100%

The table above shows that 60(50%) of the total respondents strongly agreed that victims of body shaming are liable to have high body dissatisfaction; 48(40%) agreed, 3(2.5%) strongly disagreed, 6(5%) disagreed while 3(2.5%) are undecided. Thus, majority of the respondents (50%) concludes that victims of body shaming are liable to have high body dissatisfaction.

Discussion of Findings

This study focused on the influence of Instagram on body image perception among female students of Delta State University, Abraka. From table 1, it shows that majority of the respondents often upload edited and filtered photos on Instagram. This is in agreement with study done by Onwkwalonye et al. (2022). They said, "Many young women in today's society are exposed to a lot of Instagram content, which typically creates a toxic and unrealistic reflection of a perfect body image and has affected their mental and physical health." Additionally, a study by Macaulay (2021) provided support for the current study by stating that young women are heavily exposed to Instagram and that this has resulted in decreased body satisfaction. Aminichai-Hamburger (2007) claims that Instagram allows users to submit videos from their mobile devices and to apply filters to create the ideal image.

Table 2 revealed that majority of the respondents do upload edited and filtered photos on Instagram because they have low self-esteem. This result is at odds with a study conducted by Mills et al. (2018), who claimed that "while individuals usually refrain from accepting that they indulge in social comparison, this can happen without one's knowledge and do potential harm to the self-esteem and confidence." The current findings is consistent with another study by Ajaegbu et al. (2021). Ajaegbu et al. (2021) found that exposure to Instagram body ideals had a substantial impact on the self-concepts of female students. These messages caused female undergraduates to change their perceptions of their bodies by encouraging them to exercise, restrict portion sizes, and use skin-lightening soaps and creams to improve the color of their skin.

Table 3 revealed that majority of the respondents are very concerned about their body image. The results of the current study are consistent with those of a study by Fardouly and Vartanian (2015). Fardouly and Vartanian (2015) state that women worry about the appearance of their bodies. According to DeLaMater (2002), young girls' self-esteem and academic progress are impacted by their body image. According to Quittkat et al. (2019), body image issues can affect both men and women, but women are more preoccupied with how their bodies look. Additionally, Banat (2016) discovered that senior high school students in the Cape Coast Metropolis had a high frequency of body image dissatisfaction.

Table 4 revealed that majority of the respondents asserted that their body appreciation and perceived body discrepancy are distinct indicators of body dissatisfaction. Tiggemann (2014), who believed that women and teenage girls experience disruptive eating patterns and body dissatisfaction more frequently than men, supports the findings. According to Mills et al. (2018), women have always had conversations about body image, but the minor information about body image that circulated among people was limited to the Westernized world. The concept of body image has been increasingly popular due to several factors (Cash, 2004).

Table 5 revealed that majority of the respondents opined that they are highly exposed to Instagram use for body image satisfaction as a result of comparison with social media influencers. The study's conclusions were supported by Onwkwalonye et al. (2022). According to their findings, female students have a lot of exposure to Instagram and follow influencers and celebrities who promote a sexy, ideal body image. Additionally, a study by Cahill and Mussap (2007) supports the current study's claim that exposure to idealized body forms causes women to exhibit higher levels of tension and anxiety. According to a different study by Khor et al. (2009), young individuals attempt to mimic the appearance and body type of people who are socially valued, such as singers, artists, or well-known figures in the media.

Table 6 revealed that majority of the respondents were of the opinion that body image dissatisfaction is as a result of low self-esteem. According to research by Hosseini and Padhy (2019), body image issues can also result in despair, anxiety, mood swings, low self-esteem, low confidence, and consciousness about appearance. According to a different study by Datt (2023), women have always struggled with poor body image and body dissatisfaction. Gupta et al. (2022) claim that the media frequently presents celebrities as having faultless bodies and appearances, which might lead to adolescents' low self-esteem and body dissatisfaction. Additionally, Yahaya et al. (2021) concurred with the results of this study, which showed that students with body image issues were more likely to have low self-esteem.

Table 7 revealed that majority of the respondents asserted that they greatly appreciate their body. This contradicts a study by Pop (2016) that found that 79% of females expressed unhappiness with their physical appearance, indicating a predominance of body dissatisfaction. This is in line with a study conducted by Onwkwialonye et al. (2022), which found that female undergraduates in Enugu State did not use any extreme measures, such as enhancement products or procedures, to establish an attractive female body image. The results of this study are at odds with those of another study conducted by Baker and Gringart (2009). According to Baker and Gringart (2009), women are more content with their body images in later adulthood than males because there is less social pressure to maintain an idealized physique, while men are often more unsatisfied since their bodies work less well as they age.

Table 8 revealed that majority of the respondents asserted that they are fully aware that victims of body shaming are liable to have high body dissatisfaction. Menzel and Levien's (2011) investigation supports the current study's conclusions. Menzel and Levien (2011) claim that women are body shamed on Instagram, which has led to sadness, inattention, desperation, and occasionally sleep deprivation. Adolescents who compare themselves to these unattainable standards of beauty may also feel inadequate and adopt unfavorable attitudes and actions regarding their own bodies, according to Gupta et al. (2022). Body shaming, disordered eating patterns, and other negative behaviors may arise from this.

Conclusion

The research work focused on the influence of Instagram on body image perception and satisfaction among young female undergraduate students of Delta State University, Abraka. In conclusion, the present study found that the relationship between browsing through the looks of others on Instagram and body dissatisfaction, measured by the lack of body appreciation, is fully mediated by upward appearance comparison with social media influencers. Thus, the exposure to idealized pictures and stories of this comparison target is associated with detrimental outcomes in female adolescents and young women. Findings from the study highlight the need to strengthen a positive body image among young female undergraduate students susceptible to social comparison processes.

Recommendations

Based on the findings, the following recommendations were proffered by the researcher thus:

1. Use of Instagram should be limited for their users as excessive use leads individuals to a high level of anxiety, depression, loneliness, sleep problems and fear of missing out.
2. Body shaming should be frowned at by school management among others; thus, anyone who engage in such act should be given strict punishments within the academic space.
3. Lecturers, staff and students in the academic environment should preach more about psychological and mental well-being to save people from different mental disorders.

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Modelling Pedagogic and Measuring Tools in Promoting Deep Learning among Business Education Students in Rivers State

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Abstract

This study modelled the impact of pedagogic and measuring tools in promoting deep learning among Business Education students in tertiary institutions within Rivers State. The analysis focused on pedagogic tool application (PED_APP), student engagement (STU_ENG), assessment validity (ASS_VAL), and deep learning outcomes (DLO) as central constructs shaping educational practice. A descriptive survey design was adopted, and data were gathered from lecturers and final-year Business Education students across two public universities. The responses were analyzed using Exploratory Factor Analysis (EFA), multiple regression, and descriptive statistics to determine relationships among the constructs. The findings indicate that interactive pedagogic approaches, authentic assessment methods, and competency-based measuring tools significantly improved students' ability to apply knowledge critically and creatively. The overall deep learning achievement was estimated at 68.42. Among the innovations examined, problem-based learning and case method teaching had the highest adoption rates of 35.19% and 29.64%, respectively, collaborative learning had 18.52 whereas portfolio-based assessment recorded the lowest adoption (7.83%). Regression results revealed a strong and statistically significant association between pedagogic tool application and deep learning outcomes ($F = 6.14, p < 0.01$). All null hypotheses were rejected, confirming that pedagogic and measuring tools strongly influence deep learning attainment. The study therefore recommended that tertiary institutions prioritise sustainable pedagogic innovations, reform assessment frameworks, and embed locally relevant measuring strategies in order to cultivate transformative learning experiences for Business Education students.

Keywords: Pedagogic tools, measuring tools, deep learning, student-engagement, assessment validity.

Introduction

The pursuit of deep learning has emerged as a core priority in higher education, particularly in disciplines such as Business Education where students are expected to integrate conceptual knowledge with practical application (Biggs & Tang, 2021). Unlike surface learning, which emphasizes memorization and short-term recall, deep learning cultivates critical thinking, problem-solving, and the ability to apply principles to novel situations (Marton & Säljö, 1976; Trigwell, 2020). This pedagogical shift has been globally reinforced by research advocating for student-centered teaching strategies, innovative assessment practices, and authentic learning experiences (OECD, 2022; UNESCO, 2023). In Nigeria, however, challenges such as overreliance on rote learning, poor assessment validity, and limited pedagogical innovation constrain the development of deep learning among tertiary students (Okafor & Nwosu, 2022; Adeyemi, 2023).

In Rivers State, Business Education programmes are expected to prepare graduates for entrepreneurial ventures, managerial responsibilities, and accounting competencies in a dynamic business environment. Yet, anecdotal evidence and empirical reports suggest that students often struggle to demonstrate the higher-order cognitive skills required for employability and knowledge transfer (Nwankwo & Ekene, 2021). This raises the question of whether existing pedagogic and measuring tools are sufficient to promote deep learning within the discipline. Globally, instructional innovations such as problem-based learning, flipped classrooms, case analysis, and authentic assessments have demonstrated effectiveness in fostering deep learning (Säljö, 2019; Singh, 2021). However, their level of integration and contextual appropriateness in Nigerian universities remain underexplored. This is in consonance with the opinion of Njoku and Wey-Amaewhule (2025) that the traditional methods of assessment used in these universities may not be effectively capturing students' learning outcomes, and the potential benefits of AI-driven assessment such as personalised feedback and adaptive learning are not being fully leveraged. This gap underscores the urgency of rethinking pedagogic and measuring strategies in order to align them with global best practices while meeting local needs.

Pedagogic and measuring tools are therefore critically important in promoting deep learning among students in tertiary institutions, as they provide structured avenues for fostering critical thinking, creativity, and the practical application of knowledge. By employing innovative teaching strategies such as problem-based learning, case analysis, and interactive simulations, lecturers can engage students beyond rote memorization, thereby encouraging the acquisition of transferable skills that are essential for navigating dynamic business environments. Likewise, the use of valid and competency-based measuring tools ensures that assessments move beyond recall to evaluating students' abilities to analyze, synthesize, and apply concepts in real-world contexts, which is the essence of deep learning (Trigwell, 2020). These tools also serve as feedback mechanisms for both students and educators, helping to identify learning gaps and refine teaching approaches to enhance overall learning outcomes. Consequently, this study seeks to model the relationship between pedagogic and measuring tools as the key predictors, and deep learning as the outcome of interest, with the aim of generating actionable insights for curriculum reform, instructional design, and quality assurance frameworks in Business Education programmes in Rivers State.

This study is anchored on the Constructivist Learning Theory, which posits that learners construct knowledge through active engagement with content and social interaction (Piaget, 1973; Vygotsky, 1978). Constructivism aligns with pedagogic tools that emphasize problem-solving, collaboration, and reflective inquiry. Additionally, Biggs' Theory of Constructive Alignment (Biggs & Tang, 2021) provides a framework for aligning teaching strategies, assessment methods, and learning outcomes to ensure that students are engaged in activities that lead to deep learning. This theoretical foundation underscores the importance of adopting pedagogic and measuring tools that not only deliver content but also facilitate critical engagement and application.

Pedagogic tools are the structured strategies, methodologies, and resources educators use to facilitate learning. These include active learning, collaborative projects, case-based instruction, problem-based learning, and digital aids (Biggs & Tang, 2021). They emphasize organizing experiences that foster interaction, reflection, and knowledge construction, thereby supporting higher-order thinking skills. Thus, measuring tools are evaluative instruments that determine student learning outcomes. They range from formative assessments such as quizzes and reflective journals, to summative measures like examinations, reports, and authentic assessments (Brookhart, 2018). In Business Education, they also cover performance-based evaluations like business plan development, entrepreneurial simulations, and portfolio assessments that capture competencies more holistically.

Deep learning contrasts with surface learning, which relies on memorization. It cultivates students' capacity for critical analysis, synthesis, and applying knowledge in unfamiliar contexts (Marton & Säljö, 1976; Trigwell, 2020). It engages students cognitively, affectively, and behaviorally, enabling knowledge transfer, problem-solving, and self-directed learning (UNESCO, 2023). In Business Education, deep learning is evident when students apply theoretical constructs such as management or accounting principles to real-world challenges.

The adoption of pedagogic tools, measuring instruments, and deep learning strategies is gaining traction in tertiary Business Education. Tools such as case teaching, problem-based learning, and digital simulations foster critical thinking, autonomy, and creativity. Measuring approaches like rubrics, competency-based assessments, and portfolios are gradually replacing rote examinations by providing authentic evidence of applied knowledge. Evidence shows students exposed to such tools demonstrate improved reflective and problem-solving capacities vital for employability (Brookhart, 2018). Key aspects of adoption and effectiveness include:

- a. Pedagogic tools encourage learner-centered instruction and promote engagement beyond memorization.
- b. Measuring tools provide authentic and competency-based evaluation of learning outcomes.
- c. Deep learning is fostered through critical reasoning, problem-solving, and practical application of knowledge.
- d. Institutions adopting innovative pedagogic approaches often report higher graduate employability and stronger reflective skills.

Nonetheless, challenges persist. Adoption is constrained by limited lecturer training, insufficient institutional support, and reliance on conventional lecture methods. Measuring tools face issues of standardization, inadequate resources, and resistance from staff and students accustomed to traditional examinations. Deep learning is further hindered by infrastructural constraints such as overcrowded classrooms and limited access to technology. Thus, while pedagogic and measuring tools are effective, their success depends on institutional investment, continuous training, and curriculum alignment (Anderson, 2022).

Recent studies emphasize the pivotal role of pedagogic practices in promoting deep learning. Singh (2021), using a quasi-experimental design in Indian universities, employed problem-based learning interventions to test their impact on higher-order thinking. Findings showed that students exposed to problem-based learning demonstrated stronger analytical and reflective skills than those taught through lectures. The study concluded that participatory approaches foster deep learning and transferable problem-solving capabilities. Similarly, Adeyemi (2023), through a survey in Nigerian tertiary institutions, established that active strategies such as debates, peer learning, and collaborative projects enhanced learner autonomy and knowledge retention, concluding that student-centered methods are indispensable for cultivating critical reasoning in Nigeria.

Regarding measuring tools, Brookhart (2018) reviewed rubrics and authentic assessment in the United States, showing that well-designed rubrics captured nuanced outcomes unlike traditional exams focused on recall. Brookhart concluded that authentic assessment provides valid evidence of deep learning. Likewise, Anderson (2022), using surveys and interviews in Canada, demonstrated that competency-based assessments encouraged students to integrate theory with practice, concluding that performance-oriented tools strengthen workplace preparedness. Global evidence corroborates these findings. OECD (2022), drawing on cross-national data, reported that universities using portfolio and project-driven frameworks achieved higher graduate employability, stressing that reformed systems are crucial for twenty-first-century learning. UNESCO (2023), through policy review, noted that assessments aligned with real-world skills foster critical thinking and lifelong learning. In Nigeria, Okafor and Nwosu (2022) observed that overreliance on rote methods constrained deep learning in vocational and business-related fields, urging urgent curriculum reform. Similarly, Bello (2022), employing a mixed-method design, assessed digital pedagogic tools such as simulations and e-learning platforms. Findings showed that students using digital platforms demonstrated greater adaptability and reasoning than those in traditional settings, concluding that digital pedagogies enhance engagement and knowledge application in technology-driven business education.

Statement of the Problem

Despite the increasing recognition of deep learning as the cornerstone of twenty-first-century higher education, the integration of pedagogic and measuring tools in Business Education programmes within Rivers State remains inadequate. Many students continue to rely on surface learning approaches such as rote memorization, resulting in limited acquisition of transferable skills that are crucial for entrepreneurial and managerial competencies. Reports across Nigerian universities point to persistent challenges such as poor assessment validity, limited pedagogical innovation, and insufficient adoption of interactive teaching strategies, which constrain students' ability to engage critically and apply knowledge meaningfully in dynamic business contexts.

The disconnect between global best practices in education and local realities raises pressing concerns regarding the capacity of Rivers State tertiary institutions to nurture the caliber of graduates needed in today's knowledge-driven economy. Even where modest innovations are adopted, the quality of assessment and student engagement remains compromised by structural and contextual constraints. As Wagbara (2024) observes, "even in schools where summative assessment is conducted entirely by individual examination, group work can play a central role in student life and often in formative assessment." Yet, in Rivers State public universities, declining student interest, poor academic performance, and systemic problems such as lack of adequate assessment materials, limited teaching resources, financial struggles, the influence of social media, and the persistence of unethical practices like grade sorting have further eroded learning quality. These challenges highlight the urgent need to model and empirically validate how pedagogic and measuring tools can be effectively deployed to promote authentic deep learning among Business Education students in Rivers State.

Objectives of the Study

The main objective of this study is to model pedagogic and measuring tools in promoting deep learning among Business Education students in Rivers State. The specific objectives are to:

1. Identify the pedagogic tools that significantly influence the promotion of deep learning in Business Education programmes in Rivers State.
2. Assess the extent to which measuring tools affect student engagement and the validity of learning outcomes in Business Education.
3. Examine the relationship between the application of pedagogic and measuring tools and the achievement of deep learning outcomes among students.

Research Question

The following research questions were answered;

1. What are the pedagogic tools that significantly influence the promotion of deep learning in Business Education programmes in Rivers State?
2. what is the extent to which measuring tools affect student engagement and the validity of learning outcomes in Business Education?
3. What is the relationship between the application of pedagogic and measuring tools and the achievement of deep learning outcomes among students?

Hypotheses

The following null hypotheses guided the study:

1. Measuring tools have no significant effect on student engagement and the validity of learning outcomes in Business Education.
2. Pedagogic tools do not significantly influence deep learning in Business Education programmes.
3. There is no significant relationship between pedagogic and measuring tools and the achievement of deep learning outcomes among Business Education students.

Methodology

A descriptive survey research design was adopted for this study. This design was considered suitable as it enables the researcher to gather quantifiable data from a sizeable population, thereby facilitating both descriptive and inferential analyses (Creswell & Creswell, 2018). Structured questionnaires and institutional records served as the main instruments for data collection, capturing respondents' perceptions on pedagogic and measuring tools as well as their effects on deep learning outcomes.

The population of this study comprised lecturers and final-year undergraduate students in Business Education programmes across two public universities in Rivers State, namely: Rivers State University and Ignatius Ajuru University of Education. Based on faculty records and departmental enrolments (NUC, 2024), the estimated population consists of 170 individuals, made up of 140 final-year students and 30 lecturers.

Table 1.1: Population of the Study

Institution	Final-Year Business Education Students	Lecturers	Total
Rivers State University (RSU)	60	10	70
Ignatius Ajuru University of Education (IAUE)	80	20	100
Combined Total	140	30	170

Taro Yamane's (1973) formula for finite populations was employed to determine the sample size at a 95% confidence level and 5% margin of error. Applying the formula to the population of 170 yielded a sample size of approximately 119 respondents. The sample was stratified proportionally across the two institutions to ensure adequate representation of both lecturers and students. Out of 119 questionnaires administered, 111 were duly completed and returned, representing a 93.3% response rate, which is considered adequate for robust statistical analysis.

Results

Responses from participants were analyzed using Exploratory Factor Analysis (EFA) and descriptive statistics to determine relationships among the constructs. Also, regression analysis was employed in determining the statistical justification of the variables hypothesized

Table 1.2: Descriptive Statistics on Deep Learning Outcomes

Item	N	Mean	Std. Dev.	Min	Max	Interpretation
Influence of pedagogic tools on deep learning	111	3.87	0.92	1	5	High
Effect of measuring tools on engagement & validity	111	3.72	0.89	1	5	High
Overall impact on deep learning outcomes	111	3.54	1.01	1	5	Moderate
Deep learning achievement (%)	111	68.42	-	20	100	substantial

Source: *Field Survey, 2025*

Table 1.2 shows high mean scores for pedagogic tools ($M = 3.87$, $SD = 0.92$) and measuring tools ($M = 3.72$, $SD = 0.89$). The overall impact scored moderately ($M = 3.54$, $SD = 1.01$). The deep learning achievement of 68.42% reflects progress but highlights the need for further enhancement.

Table 1.3: Adoption Rates of Pedagogic and Measuring Tools

Tool Category	Adoption Rate (%)	Decision
Problem-Based Learning	35.19	Highest adoption
Case Method Teaching	29.64	High adoption
Collaborative Learning	18.52	Moderate adoption
Portfolio-Based Assessment	7.83	Lowest adoption

Source: *Field Survey, 2025*

In table 1.3, adoption rates were computed using descriptive statistics: the number of respondents endorsing each method divided by the total sample, multiplied by 100. For instance, 93 of 265 respondents endorsed problem-based learning, giving $(93/265) \times 100 = 35.19\%$. This shows problem-based learning and case method teaching dominate adoption, while portfolio-based assessment is least applied.

Hypotheses

1. Pedagogic tools do not significantly influence deep learning in Business Education programmes.

Table 1.4: Test of Hypothesis H_{01} (Factor Analysis on Pedagogic Tools)

Pedagogic Tool Category	Eigenvalue	Decision
Problem-Based Learning	≥ 1.0	Significant \rightarrow Reject H_{01}
Case Method Teaching	≥ 1.0	Significant
Collaborative Learning	≥ 1.0	Significant
Lecture Method (Traditional)	< 1.0	Not Significant

Source: *Research Output, 2025*

Table 1.4 reveal that interactive pedagogic approaches such as problem-based learning, case method, and collaborative strategies significantly enhance deep learning. Traditional lecture methods, however, recorded low influence. Hence, H_{01} is rejected.

2. Measuring tools have no significant effect on student engagement and the validity of learning outcomes in Business Education.

Table 1.5: Regression Analysis for H_{02}

Model	F-value	p-value	Decision	Interpretation
Regression	6.14	< 0.01	H_{02} Rejected	Measuring tools significantly affect student engagement and validity of learning outcomes.

Source: *Research Output, 2025*

Note. $F = 6.14$, $p < 0.01$ indicates a significant relationship between measuring tools (ASS_VAL) and student engagement (STU_ENG).

In table 5, regression analysis produced $F = 6.14$, $p < 0.01$, indicating a significant relationship between measuring tools (ASS_VAL) and student engagement (STU_ENG). Authentic assessments such as portfolios and business plan projects were found to strongly predict deep learning outcomes. Therefore, H_{02} is rejected.

3. There is no significant relationship between pedagogic and measuring tools and the achievement of deep learning outcomes among Business Education students.

Table 1.6: Regression Analysis for H_{03}

Predictors	Beta (β)	p-value	Decision	Interpretation
PED_APP, ASS_VAL	0.67	< 0.01	H_{03} Rejected	Pedagogic and measuring tools significantly predict deep learning outcomes.

Source: Research Output, 2025

Note. $\beta = 0.67$, $p < 0.01$ shows a strong positive relationship between pedagogic tools, measuring tools, and deep learning outcomes.

Table 6 presents the regression coefficient between PED_APP, ASS_VAL, and DLO was positive and significant ($\beta = 0.67$, $p < 0.01$). This suggests that when pedagogic and measuring tools are effectively applied, students are more likely to achieve deep learning. Hence, H_{03} is rejected.

Discussion of Findings

The findings of this study are consistent with the efficacy of innovative pedagogic and assessment practices in higher education. The rejection of hypothesis 1 confirms that pedagogic tools such as problem-based learning, collaborative methods, and digital simulations foster deeper levels of student engagement, critical reflection, and knowledge transfer (Singh, 2021). This aligns with Biggs and Tang's (2021) argument that constructively aligned teaching enhances students' capacity for critical and reflective learning by creating coherence between intended learning outcomes, instructional activities, and assessment strategies. In this way, the evidence affirms that pedagogic tools do more than facilitate participation; they actively shape how learners internalize, apply, and extend knowledge in dynamic academic and professional contexts.

The significant relationship between measuring tools and learning outcomes further affirms the importance of authentic and competency-based assessments in promoting meaningful learning (Brookhart, 2018; Anderson, 2022). Unlike traditional examinations that largely reward memorization, authentic tools such as portfolios, business plan projects, and reflective journals provide opportunities for learners to demonstrate competence in ways that mirror real-world problem-solving. Similar results have been documented in OECD (2022) reports, which highlighted that competency-driven assessments improve employability and transferable skills by bridging the gap between academic preparation and workplace realities. The results also resonate with Nigerian studies (Okafor & Nwosu, 2022), which criticized rote examinations for undermining deep learning by discouraging creativity, innovation, and critical reasoning. This convergence of international and local findings points to a growing consensus that valid assessment practices are integral not only for evaluating students but also for reinforcing deeper levels of engagement.

Overall, the findings underscore that pedagogic and measuring tools are not merely supplementary but central to the realization of deep learning in Business Education. The rejection of Hypotheses 2&3 in this study illustrates that when innovative pedagogies are integrated with authentic assessment instruments, they produce a synergistic effect that enhances both engagement and outcomes. This reinforces the call for Nigerian tertiary institutions to systematically embed these approaches into their instructional frameworks, supported by curriculum redesign, lecturer training, and institutional commitment. In this sense, pedagogic and measuring tools are best understood as transformative levers for aligning higher education with the demands of a knowledge-driven global economy.

Conclusion

This study modelled pedagogic and measuring tools as predictors of deep learning among Business Education students in Rivers State. The findings demonstrate that interactive pedagogic strategies and authentic measuring tools significantly promote deep learning in form of student engagement, critical thinking, and knowledge transfer. Deep learning achievement was moderate but substantial, with innovative approaches like problem-based learning and case analysis showing the strongest impact. Challenges such as limited assessment validity and reliance on rote methods, however, continue to hinder optimal outcomes.

The study concludes that pedagogic and measuring tools are indispensable for achieving deep learning in Business Education. Universities in Rivers State should therefore prioritize teaching innovations and assessment reforms that align with constructivist and competency-based paradigms. This would enhance not only academic achievement but also the employability and entrepreneurial readiness of graduates.

Recommendations

Based on the findings, the following recommendations are made:

1. Tertiary institutions should institutionalize active learning strategies such as problem-based learning, collaborative projects, and case method teaching to foster critical engagement and deep learning.

2. Assessment frameworks should be reformed to emphasize authentic and competency-based measures such as portfolios, business plan projects, and entrepreneurial simulations.
3. Universities should invest in capacity building for lecturers, equipping them with contemporary pedagogic and assessment skills aligned with deep learning objectives.
4. Policy makers and accreditation bodies should incorporate deep learning indicators into quality assurance benchmarks for Business Education programmes.

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