

## Assessment of pedagogical challenges on soft skills training acquired among business education students

Evaluación de los desafíos pedagógicos en la formación de habilidades blandas adquiridas por los estudiantes de educación empresarial

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## ABSTRACT

The research work investigated on the assessment of pedagogical challenges on soft skills training acquired among business education students in Kwara State University, Malete and Al-Hikmah University, Ilorin. The researchers raised two research questions were raised, also two null hypotheses were formulated at 0.05 level of significance. The researchers adopted survey research design of descriptive type for the study. A total of 255 students studying Business Education from Kwara State University and Al-Hikmah University made up the population of the study. A Census population was adopted, the researchers used the entire population and there was no sample size and sampling technique. The research instruments were given to research experts from Ahmadu Bello University, Zaria for face and content validation of the research instrument. The researchers used self-developed instrument entitled 'Soft Skills Training and Pedagogical Challenges Problems (SSTPCP)'. The researchers pilot tested the research instrument Ahmadu Bello University, Zaria using 20 Business Education students and Cronbach Alpha method was used to obtained the reliability co-efficient of 0.87. The researchers seek for consent of the department and the students before personally administering the instruments in the area of the study. The researchers use mean and standard deviation to answer the research questions raised for the study, while t-test was used to test the null hypotheses formulated at 0.05 level of significant. The study found, among other things, that poor attention spans, memory problems, and comprehension difficulties are some of the pedagogical barriers that keep students in business education from acquiring soft skills. It was suggested, based on the study's findings, that business education students try to think back on the abilities they have acquired as soon as they are taught by business educators.

**Keywords.** Pedagogical Challenges, Soft Skills, Training, Business Education, Nigeria

## RESUMEN

El trabajo de investigación examinó la evaluación de los desafíos pedagógicos en la formación de habilidades blandas adquiridas por los estudiantes de educación empresarial en la Universidad Estatal de Kwara, Malete, y la Universidad Al-Hikmah, Ilorin. Los investigadores plantearon dos preguntas de investigación y formularon dos hipótesis nulas, evaluadas al nivel de significancia de 0.05. Se adoptó un diseño de investigación de encuesta de tipo descriptivo, y la población del estudio estuvo compuesta por 255 estudiantes de Educación Empresarial de ambas universidades. Se utilizó el censo poblacional, sin aplicar técnicas de muestreo ni seleccionar una muestra. Los instrumentos de investigación, desarrollados por los propios investigadores bajo el título "Formación en Habilidades Blandas y Problemas de Desafíos Pedagógicos" (SSTPCP), fueron validados en cuanto a contenido y forma por expertos de la Universidad Ahmadu Bello, Zaria, donde también se realizó una prueba piloto con 20 estudiantes, obteniéndose un coeficiente de confiabilidad de 0.87 mediante el método Alfa de Cronbach. Previo a la aplicación de los instrumentos, se solicitó el consentimiento del departamento y de los estudiantes, y los investigadores administraron personalmente los cuestionarios en el área de estudio. Para responder a las preguntas de investigación se utilizaron la media y la desviación estándar, y para probar las hipótesis nulas se empleó la prueba t al nivel de significancia establecido. Los resultados del estudio mostraron, entre otros hallazgos, que la escasa capacidad de atención, los problemas de memoria y las dificultades de comprensión constituyen barreras pedagógicas que dificultan la adquisición de habilidades blandas entre los estudiantes de educación empresarial. En función de estos resultados, se sugirió que los estudiantes reflexionen sobre las habilidades adquiridas inmediatamente después de haber sido enseñadas por los educadores empresariales.

## INTRODUCTION

Business education programs must employ top-notch, carefully thought-out curricula, well-designed course materials, modern teaching strategies, and cutting-edge learning models in order to be globally appealing, even in the face of potential pedagogical issues. The program will be able to adjust to changes in the market, the wider world, and technology with this approach. These days, Students pursuing business education are greatly impacted by the program's pedagogy (Okiridu, Azuma, & Godspower, 2017). Soft skill development increases a business education student's chances of success in the workforce significantly (Okiridu, Azuma, & Godspower, 2017). However, the only way to achieve this is to pay close attention to the theories, methods, and principles of pedagogy. In pedagogy, the transmission of ideas is one of the two most crucial facet of the instructional process (Ohaka, 2018). Notwithstanding these difficulties, the processes and strategies employed to get around pedagogical roadblocks must faithfully replicate the way in which students are taught in Business Education courses (Ohaka, 2018). These approaches also need to reflect the dynamic and quickly changing workplace that graduates will be a part of. Ohaka (2018) asserts that today's workforce is extremely linked and dynamic. Taking on pedagogical issues is a well-known aspect of teaching and learning in the twenty-first century. Furthermore, Ohaka (2018) outlines three pedagogical problems that affect students' learning of soft skills training in while in business education programme: challenges pertaining to the cognitive capacities of students, teachers, and program administrators. In a similar vein, Sitholei (2010) highlights that curriculum developers, academicians, and school management ought to coordinate their pedagogical approaches by creating a syllabus and schedule that is well-organized and commensurate with the cognitive capacities of Business Education students. This alignment can assist in addressing some of the pedagogical issues impeding students' acquisition of soft skill. Fostering students' cognitive capacities in line with instructional strategies can significantly improve their acquisition of soft skills in business education (Joshi and Chugh, 2019).

Presenting the ideas of others is crucial due to the changes brought about by innovation, human capital development, and adaptation to harsh natural conditions that humans have faced over the years (Okiridu, Azuma, & Godspower, 2017). This has impacted cultural development, which in turn has been essential to the formation of communities, human groups, and the relationships within them (Adamu, 2016). The experiences of many generations have led to the transmission of knowledge and skills to subsequent generations, helping them navigate the challenges posed by dynamic natural changes and establishing the authority of older individuals (Siemieniecki, 2016).

According to Ceasar (2010), "Pedagogy" is the noun form of pedagogue, which originates from Franco-Latin words describing man having supervision and control over a child. Peer Review is an essential practice in instruction, including professional practices that facilitate learning (Pritchard & Woollard, 2010). Introduction Education, also known as teaching belongs to the domain of art and science based on ideology and practice of pedagogy (Ohaka, 2018). Political and practice-based theories, research evidence, teacher proficiency and skills about the area of concern all contribute positively to development for high-quality instruction is a necessary outcome that represents community expectations and desires. Nevertheless, the research helps us to comprehend that how business educators' instruction can enlighten their behaviors and decisions; improve students' abilities and knowledge base developed in them while tinged through illustrating strong public speaking skills and expanding on teaching theories. It helps learners to understand how they can

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best learn (Adamu, 2016). As a result, this allows cognitive pedagogy to improve students' learning of soft skills (Shulman, 2017).

According to Akpomi and Amadi, (2020), when pedagogical challenges make it through to teach students of business education all the necessary soft skill, at least they should be well-versed in some of the following significant soft skills such as: interpersonal relationships, peaceful coexistence, teamwork, dedication to duty, respect for superiors and coworkers, punctuality, hard work,. (Akpomi & Amadi, 2020; Palmer, 2020). Business education students can be well prepared for the industrial worlds of work and educational career, respectively, if these skills are well acquired in the face of cognitive pedagogy's challenges (Akpomi & Amadi, 2020). One the major important skill that can be developed through collaboration between schools and business world is skill acquisition. With efficient teaching and learning, Business Education students can effectively acquire skills by fascinating practical knowledge (Akpomi & Amadi, 2020). These developed personal qualities, including creativity, innovation, and a sense of adaptability, are valuable for business education students and can benefit everyone in both their professional responsibilities and daily lives. (Palmer, 2020). It is a planned method of teaching and learning that targets to teach students of Business Education the skills and attitudes that will help them to become job givers not job seekers.

In order to properly revive and equip Business Education students with sufficient soft skills, this study tackles a variety of pedagogical issues and approaches (Joshi and Chugh, 2019). Students studying business education benefit from organized learning since it gives them the skills, they need to land jobs once they graduate. The research finds a number of cognitive pedagogical roadblocks that need to be overcome in order to give Business Education students the cross-disciplinary soft skills they need for professional practice (Ohaka, 2018).

Business educators should provide professional training to overcome pedagogical issues and maintain a balance between inconsistent educational methodologies (Joshi and Chugh, 2019). The economy and students studying business education both benefit greatly from the efficient acquisition of soft skills, which is ensured by this training. This objective is in line with the main goal of business education programs, which is to get students ready for careers in marketing, organization, entrepreneurship, and academia (Joshi and Chugh, 2019). In business education, there should be a greater emphasis on saleable skills in order to solve the instructional issues impeding students' development of soft skills (Ohaka, 2018). The goal of business training programs is to give students the knowledge and abilities they need to succeed in the profession. Since business education programs emphasize continual learning, it is imperative that educators and students use online platforms for assessment (Akpomi and Ohaka, 2019). A part of general education, business education aims to give students the abilities, know-how, aptitude, and attitudes needed for success in both the business and education sectors (Akpomi and Ohaka, 2019). The core of business education is the development of knowledge and skills for the business and educational sectors (Ohaka & Bupo, 2019). Learning how to survive and thrive, get along with others, perform well under pressure, and innovate through research are all important aspects of the process of fostering change in business education to acquire practical soft skill (Akpomi and Ohaka, 2019). Nwekeaku (2013) states that pedagogical challenges and a shortage of professionals with necessary expertise and soft skills are the main barriers preventing students from acquiring soft skills in business school today. Furthermore, Okiridu, Azuma, and Godspower (2017) established that a lack of qualified staff and instructors with experience in the field and an understanding of suitable teaching strategies is a major barrier to the development of practical skills.

One of the main issues affecting functional business education in Nigeria is the availability and use of teaching materials. Sadly, there aren't enough high-quality and high-quantity teaching resources available for business education to adequately handle today's problems (Nwekeaku, 2013). Insufficient financial support from governmental and other relevant entities has resulted in

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instructional challenges, impeding the ability of business education students to acquire practical skills (Okiridu, Azuma, & Godspower, 2017). Universities frequently lack the funding necessary to offer top-notch business education programs to their students. At all levels, education stakeholders continue to face the critical problem of helping students develop practical skills (Okiridu, Azuma, & Godspower, 2017). However, according to Nwekeaku (2013) encouraging skill acquisition may be hampered by some pedagogical issues that business education students must deal with. Memory loss, problems grasping ideas and concepts, lack of critical thinking, poor perceptual capacity, poor reasoning ability, delayed decision-making, weak learning capacities, and difficulty understanding information are some of these challenges. The development of critical soft skills in business education students is hampered by these barriers. These include being on time, showing respect for authority, working in teams, communicating effectively, being diligent, creative, and managing an office.

It is imperative that business educators put their pedagogy into reality by fusing faculty knowledge, curriculum information, instructional knowledge, and critical thinking with creativity, critical thinking, teamwork, and communication. According to Okiridu, Azuma, and Godspower (2017), this strategy is required to go above cognitive pedagogical obstacles that prevent students from acquiring soft skills in business education programs. New pedagogical issues have emerged in business education programs due to the fast-changing competitive society brought about by privatization, globalization, internationalization, liberalization, and technology innovation (Ohaka, 2018). The realization by major industry participants that business education programs in Kwara State have become overly academic and less practical has led to an urgent need to look at these pedagogical difficulties.

### **Statement of the problem**

In general education, overcoming pedagogical problems is a concept and a philosophy that improves students' skill learning when appropriately applied by all pertinent stakeholders. One of the main purposes of pedagogy is to expedite efficient implementation of diverse teaching models, techniques, resources, and approaches, leading to better student skill acquisition, especially in business education programs.

However, encouraging skill acquisition may be hampered by some pedagogical issues that business education students must deal with. Memory loss, problems grasping ideas and concepts, lack of critical thinking, poor perceptual capacity, poor reasoning ability, delayed decision-making, weak learning capacities, and difficulty understanding information are some of these challenges. The development of critical soft skills in business education students is hampered by these barriers. These include being on time, showing respect for authority, working in teams, communicating effectively, being diligent, creative, and managing an office. Because of this, some students majoring in business education enter the workforce unprepared for the demands of the workplace and struggle to function effectively. To the best knowledge of the researchers, no previous research was carried out on the above topic that identified these problems which has created a knowledge gap in the field of business education. It is against this identified disparity in the industrial and educational sectors pertaining to business education programs that made the researchers decide that this study was required to perform.

### **Research questions**

To guide the study, the following research questions were raised:

1. How poor reasoning ability affect soft skill training acquired among Business Education students in the study area?
2. How weak learning capacities soft skill training acquired Business Education students in the study area?



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## THEORETICAL FRAMEWORK

This research is framed by Vygotsky's (1978) constructivist theory where knowledge formation in the human brain is regarded as a social process, which implies that new information interacts with pre-existing experiences. Vygotsky believed that educators needed to understand these different zones and ensure that every learner because individual learning was key moved on at their own pace. The strategy that a teacher adopts in teaching is contingent, to a great extent, on how well they can gauge and cope with the capacity to learn of their students. There are strategies you and they can use, such as direct instruction, collaborative learning and inquiry-based learning to facilitate better learning.

Constructivism has major educational implications, as Vygotsky (1978) noted. It is incorrect to think of instruction as just the teacher imparting knowledge to the pupil. Constructivist educators, on the other hand, adopt the role of "guides on the side," giving pupils chances to verify and improve their understanding. Vygotsky's theories have a strong influence on social constructivism, which holds that knowledge is initially created in social interactions and subsequently internalized by individuals (Akpomi & Ohaka, 2019).

For learning to take place effectively, learning is in the center of learning process. The approaches used by teacher during the teaching should absolutely focus on the effect that they will have on how the students will construct, synthesize and recall knowledge gained. One of the major duties of teacher is to make the students learn effectively. Any method used by the teacher for instructional delivery must allow for investigation, thinking and image, and that interface with the society in very crucial for learning in constructivist classroom, where the instructors will provide facilities for students for problem solving and inquiry-based learning outcomes that will encourage the learners to learn more. Consequently, with effective guide from the instructors, learners are at advantage to construct their own ideas perfectly rather than to be automatically, understand what the programme syllabus is all about and their expectations from the syllabus. Thus, this makes learners expert in the field.

Over the past ten years, globalization, technical improvements, and changes in the economy including the concentration of market power in major pension and mutual funds have significantly altered the structure of management and the corporate world (Albrecht & Sack, 2020). The competitive scene has become more globalized due to the rise in worldwide travel and job seeking (Andrews & Higson, 2018), as well as the exponential growth of multinational corporate partnerships and cross-border recruitment. A new set of aptitudes knowledge, skills, abilities, and attributes are required for global managers to perform effectively in this complex global marketplace that is home to multinational key players and stakeholders (Caligiuri & DiSanto, 2021).

Due to graduates' willingness and ability to explore the finest opportunities available worldwide, the market for graduate recruitment is becoming more and more competitive, and this trend is predicted to continue (Andrews & Higson, 2018). Numerous writers stress that evaluating the qualifications required for the position is the best way to ascertain the applicability of any development intervention. Soft skills skills, talents, and behaviors that help incumbents' function well are among these necessary competences (Schippmann et al., 2020). When Gullivan, Truex, and Kvasny (2023) examined the skill requirements included in internet job postings for accounting and MIS specialists, they discovered that 26% of the skills were soft skills.

Managers, accounting professionals (particularly auditors and financial consultants), and university students must operate in flexible, multidisciplinary, cross-functional teams in today's complex marketplace. These teams are frequently assembled rapidly and consist of both external and internal role players with a range of cultural backgrounds, skill levels, and viewpoints regarding the project or desired result. Soft skills and a refined set of professional traits and attributes like

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self-assurance, cultural acceptance, tolerance for ambiguity, creative thinking, and the capacity to offer and take feedback are essential for success in these difficult situations.

Managers and accounting specialists are expected to perform the roles of team member, team leader, sub-team leader, or both in these kinds of projects. Regretfully, it has been discovered that several highly qualified accounting professionals and graduates lack these interpersonal abilities (Riley, Horman, & Messner, 2018). Thus, success in today's dynamic and interconnected corporate world depends on the development and enhancement of soft skills.

### **Significance of skill acquisition in Nigeria**

Okorie and Ezeji (2019) assert that developing the necessary skills is crucial to raising a country's economic potential. They underlined that Nigerian society ought to make sure each individual is prepared to make a meaningful contribution to the wellbeing of the nation. Acquiring practical skills is essential since high productivity results from hiring competent workers in a variety of sectors (Okorie and Ezeji, 2019). From an economic standpoint, Nigerian society may be enhanced and sustainable development can be fostered by maximizing skill acquisition among business education students and others.

According to Okorie and Ezeji (2018), a wealthy country can provide for its residents' political, social, moral, and economic demands. Should business education students and all other students attain the highest level of competencies in their respective fields, Nigeria will attain sustained development. Acquiring practical skills promotes national and personal greatness in politics. They pointed out that a person's abilities and competences can have an impact on how they behave in society or in their country within the international community (Okorie and Ezeji, 2019). Socially, having the greatest number of abilities allows people to make other people and the country laugh, smile, love, and be happy. Additionally, it aids in the decrease of criminal activity among young people, including armed robberies, kidnappings, and other social vices.

Gaining as many skills as possible is essential for students enrolled in business education to be able to work productively, whether they choose to work for themselves or for employers. This raises business education students' productivity and potential profits in addition to qualifying them for productive work. Achieving the highest level of abilities and competences also has the following additional advantages:

1. Decreased Drop-Out Rates: Among young Nigerians, skill development contributes to a lower drop-out rate.
2. Technological Literacy: It prepares young people to use technology goods intelligently.
3. Economic and Diplomatic Advantages: Acquiring skills is a dependable means of advancing Nigeria's diplomatic dominance as well as its economic success.

If business education students change their perspectives and dedicate themselves to acquiring the skills and competences their programs offer, these advantages will still be achievable. Lack of these abilities may have detrimental effects on sustainable development.

### **Research hypotheses**

At 0.05 levels of significance, the following research hypotheses were tested:

1. There is no significant difference in the mean responses of Business Education students on how poor reasoning ability affect soft skill training acquired in the study area.
2. There is no significant difference in the mean responses of business education students on weak learning capacities soft skills training acquired in the study area.

### **Challenges to practical skill acquisition among business education students**

Numerous issues, such as poor student motivation, curriculum structure, insufficient staff, inadequate facilities and equipment, and a lack of training materials, have hindered efforts to raise the standard and quality of skill and competency acquisition in business education courses. Many

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business education students show a very low level of interest in the competences and abilities that are part of the business education courses (Aldazabal, & Altuzarra 2023). This results in negative attitudes, a lack of personal engagement, and a refusal to focus on learning the necessary level of skills. Their inability to make sensible use of their time and energy for personal growth and fulfillment is a symptom of this negative mindset.

While many business education students do not prioritize practical exercises in subjects like accounting, typewriting, word processing, and shorthand, time management is an essential skill. When assigned homework or tasks, ninety percent of pupils don't do them. They frequently arrive late to class, don't take their studies seriously, and get sidetracked by conversing on their phones or listening to music. In order to make calls and play with their phones, many students spend more time than studying. They frequently skip important class time in order to take calls.

Considering the practical significance of acquiring as many talents as possible, business education students should develop study habits that emphasize diligence, devotion, and hard effort in order to acquire the abilities that employers want. A great deal of business students in business education programs lack dedication because of friendships, peer pressure, and the impact of organizations like "No Future Ambition" (NFA). These kids frequently don't give a damn about their subpar academic standing. The main goals of business students' education should include hard work, devotion, and commitment to their studies. They can innovate in their fields and get the skills that employers want by adopting this mentality.

Additionally, business students need to overcome Nigerian society's low reading culture. They won't be able to read their study materials and textbooks in-depth and extensively without a strong sense of resolve (Andrews & Higson, 2018). There is a saying that states that Nigerians will not read a textbook if there is anything precious concealed inside in order to find the treasure. Nigerians are often thought of as having a terrible reading culture. Nigerian society as a whole has been severely impacted by this bad reading culture, trapping many students. Students who engage in lengthy and intensive reading are better equipped to acquire the knowledge and abilities necessary for success in learning business education skills and competencies. Nonetheless, a lot of Nigerian students don't enjoy reading thick books and lose out on the related competences, abilities, and information. To discourage them, some even call lecturers who attempt to assign students lengthy reading assignments by moniker. These kids overlook the fact that a well-read student will inevitably achieve significantly greater success in all facets of life than a badly read one.

One challenge faced by business education students is their reluctance to invest in essential training materials, which limits their ability to fully develop key skills. Many students prioritize spending on items like prepaid phone cards and expensive phones to stay in touch with loved ones, neglecting the importance of purchasing textbooks and other resources crucial for mastering their skills. Business education students should recognize that in today's job market, owning a personal laptop can significantly enhance their knowledge, skills, and competencies in ICT, ultimately increasing their chances of securing a lucrative career. However, many students prefer to spend money on non-essential items rather than tools that would help them better understand business concepts. Another issue is the negative attitude some business education students hold, which prevents them from adopting more productive ways of thinking and behaving. Success in both academics and life largely depends on a student's mindset and approach to the learning process. Those who are willing to adjust their attitudes and behaviors are better equipped to acquire the skills demanded by the labor market.

Regrettably, students of business education programme are having antagonistic attitudes, many of them don't pay attention to their studies and skills content of the programme to highest level. For instance, learning of practical skill course like typewriting, many of them end up typing using just finger instead of using nine fingers. When instructing the students to use nine fingers so to attain highest skill level, they adamant and will unwilling to change their attitude, such students would not be able to attained highest skills level for the labour market.



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### Factors affecting soft skills training acquisition

Numerous techniques help managers and management students gain the critical soft skills that are so important, according to research on managerial skills. Concrete experience, reflective observation, abstract conceptualization, and active experimentation are the four pathways for skill acquisition that Kolb (2014) identified.

Aricia E. Lafrance highlights the value of early soft skill development through parent, teacher, and counselor engagement. She says it's important to set an example by doing things like using puzzles, books, and other resources, as well as by giving actual experiences. Students are more likely to recognize the value of soft skills and pick up good application techniques when they see adults using them. Dennis E. Coates (2016) talks on how people watch others and try out new behaviors to learn how to deal with relationships and life's issues from a young age. This emphasizes how important observation is while learning soft skills. Additionally, Coates points out that businesses can increase the return on investment in people skills training by fostering an atmosphere of support, encouragement, and reinforcement.

Acquiring soft skills is influenced by both internal and external elements, such as willingness and choice, as well as infrastructure and motivation. Well-crafted simulated or experiential learning techniques can provide students with chances to hone their soft management abilities. Students can experiment with novel behaviors and explore group processes in a simulated collaboration setting. This enhances team cohesion and communication, which in turn leads to better decision-making and performance (Teach and Govahi, 2019). According to Elmuti (2004) and Whetten and Clark (2016), participants' skill sets can be developed in an experiential learning environment that is well-structured, much like in real-world job settings. Hirsch and Collins (2023) stress that consistent writing exercises can enhance one's ability to communicate.

Soft skills can be learned via observation, instruction, training, experience, interactions, assessments, and feedback, according to M.S. Rao (2023). Soft skills can be improved by prioritizing training, encouraging self-awareness, and delegating, according to Rosie Garwood (2012). Soft skill integration is emphasized in accounting curriculum by R. de Villiers (2020). In order to help undergraduates, acquire soft skills, he suggests adopting techniques like role-playing, simulations, case studies, cooperative learning, interdisciplinary teams, internships, role-playing, and online support.

## METHODOLOGY

The researchers adopted survey research design of descriptive type for the study. A total of 255 students studying Business Education from Kwara State University and Al-Hikmah University made up the population of the study. (see table below).

**Table 1.** Sample Characteristics

| S/N          | Institutions         | Male       | Female    | Total      |
|--------------|----------------------|------------|-----------|------------|
| 1.           | Al-Hikmah University | 60         | 45        | 105        |
| 2.           | University of Ilorin | 110        | 40        | 150        |
| <b>Total</b> |                      | <b>170</b> | <b>85</b> | <b>255</b> |

A Census population was adopted, the researchers used the entire population and there was no sample size and sampling technique. The research instruments were given to research experts from Ahmadu Bello University, Zaria for face and content validation of the research instrument. The researchers used self-developed instrument entitled 'Soft Skills Training and Pedagogical

Challenges Problems (SSTPCP)'. The researchers pilot tested the research instrument Ahmadu Bello University, Zaria using 20 Business Education students and Cronbach Alpha method was used to obtained the reliability co-efficient of 0.87. The researchers seek for consent of the head of department and the 300 and 400 level students before personally administering the instruments. The researchers use mean and standard deviation to answer the research questions raised for the study, while t-test was used to test the null hypotheses formulated at 0.05 level of significant.

## RESULT

**Results Research Question 1:** How does the acquisition of soft skills of Business Education students in Kwara State University and Al-Hikmah University affected by memory loss?

**Table 2.** Mean and standard deviation scores of the respondents

| S/N               | Statements  | X           | SD          | Remark          |
|-------------------|---|-------------|-------------|-----------------|
| 1                 | It results in inadequate examination of acquired skills.    | 2.66        | 0.88        | Required        |
| 2                 | In the process of learning new skills, it slows them down   | 2.87        | 0.46        | Required        |
| 3                 | It has little effect on how good the skills learned are     | 2.52        | 0.59        | Required        |
| 4                 | Teachers are unable to influence students' skills           | 2.99        | 0.69        | Required        |
| 5                 | It does not give you the ability to remember things clearly | 2.65        | 0.62        | Required        |
| 6                 | Marketing and sales competencies                            | 2.72        | 0.71        | Required        |
| 7                 | Accounting/financial competencies                           | 2.60        | 0.49        | Required        |
| <b>Grand Mean</b> |   | <b>2.72</b> | <b>0.63</b> | <b>Required</b> |

Table 1 shows how Kwara State Universities students' acquisition of soft skills training is affected by loss of memory as an indicator of pedagogy challenge. It demonstrates that memory loss has a significant negative impact on the acquisition of soft skills training among business education students in Kwara State universities, with grand mean responses of 2.72 and standard deviation of 0.63 from Business Education students in the study area. This finding suggests that issues related to pedagogical challenge sought to be given the utmost importance when planning the curriculum for business education in order to ensure that Business Education students in the study area continuously acquire more and better soft skills.

**Research Question 2:** How much does lack of comprehension affect students' studying Business Education in Kwara State University and Al-Hikmah University acquisition of soft skills?

**Table 3.** Mean and standard deviation scores of the respondents

| S/N | Statements   | X    | SD   | Remark   |
|-----|--|------|------|----------|
| 1   | It encourages students to be unable to comprehend the skills-related theories and principles | 2.63 | 0.48 | Required |
| 2   | It prevents students from assessing the skills they will need to acquire                     | 2.88 | 0.56 | Required |
| 3   | It encourages students to be unable to apply newly acquired skills in meaningful ways        | 2.62 | 0.49 | Required |

|                   |   |             |             |                 |
|-------------------|---|-------------|-------------|-----------------|
| 4                 | It encourages students to be unable to identify straightforward facts about the skills they need to acquire | 2.69        | 0.62        | Required        |
| 5                 | Ability to understand the concept of time management and Job demands  | 2.95        | 0.66        | Required        |
| 6                 | It makes it harder for students to learn new things and improve their skills                                | 2.52        | 0.71        | Required        |
| 7                 | It makes understudies to lose trust in their capacity to get delicate abilities                             | 2.50        | 0.44        | Required        |
| 8                 | It causes poor evaluation of the acquired skills, which delays skill acquisition                            | 2.61        | 0.43        | Required        |
| 9                 | It makes it harder to decode information about the skills that need to be learned                           | 2.82        | 0.51        | Required        |
| 10                | Ability to have a long and short term vision for managing an enterprise                                     | 2.67        | 0.62        | Required        |
| <b>Grand Mean</b> |   | <b>2.69</b> | <b>0.51</b> | <b>Required</b> |

The results in table 2 show how students' acquisition of soft skills in business education at Kwara State universities is influenced by their inability to comprehend as an indicator of pedagogical challenges. The grand mean responses of 2.69 and standard deviation 0.51 from study area, merely demonstrate that the inability to comprehend concepts and ideas has a significant impact on the acquisition of soft skills among Kwara State universities' business education students. This indicates that business educators must urgently incorporate content strategies into the curriculum to enhance students' comprehension abilities and teach for the acquisition of soft skills training.

**Hypothesis 1:** There is no significant difference in the mean responses of Business Education students in Kwara State University and Al-Hikmah University on the extent to which loss of memory affects soft skill training acquisition.

**Table 4.** Summary of t-test analysis

| Variable               | N   | Mean | SD   | t-cal | t-crit | df  | Sig  |
|------------------------|-----|------|------|-------|--------|-----|------|
| Kwara State university | 210 | 3.71 | 1.45 | 0.87  | 1.96   | 253 | .619 |
| Al-Hikmah University   | 45  | 3.23 | 1.65 |       |        |     |      |

At 0.05 levels of significance, the t-cal of 0.87 falls below the t-crit of 1.96, as shown in table 3. Therefore, the null hypothesis must be accepted, indicating that there is a significant difference between the Kwara State university and Al-Hikmah University Business Education students' mean responses regarding the degree to which soft skill training acquisition by Business Education students at study area is influenced by memory loss.

**Hypothesis 2:** There is no significant difference in the mean responses of Kwara State University and Al-Hikmah University students on their inability to comprehend the acquisition of soft skills training acquisition in business education.

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**Table 5.** Summary of t-test analysis

| Variable               | N   | Mean | SD   | t-cal | t-crit | df  | Sig  |
|------------------------|-----|------|------|-------|--------|-----|------|
| Kwara State University | 210 | 3.75 | 1.09 | 0.32  | 1.96   | 253 | .619 |
| Al-Hikmah University   | 45  | 3.74 | 1.38 |       |        |     |      |

At 0.05 levels of significance, it can be seen from table 4 that the calculated t-value of 0.32 is lower than the critical t-value of 1.96 and significant value 0.169. The null hypothesis is therefore accepted. This indicates that there is no significant differences between the mean responses of Business Education students at the study area regarding the degree to which students' acquisition of soft skills is impacted by their inability to comprehend ideas and concepts.

## DISCUSSIONS

The extent to which Kwara State University's Business Education students acquire soft skills is shown in table 1 above as an indicator of the pedagogical challenges. It demonstrates that memory loss has a significant negative impact on the acquisition of soft skills among Business Education students at the research area, with grand mean responses of 2.72 and standard of deviation of 0.63 of Business Education students in the study area. At 0.05 levels of significance, the calculated t-cal of 0.87 falls below the critical t-crit of 1.96, as shown in table 4. Therefore, the null hypothesis is accepted, indicating that there is a significant difference between the Kwara State university and Al-Hikmah University Business Education students' mean responses regarding the degree to which soft skill acquisition is influenced by memory loss. This finding suggests that concerns regarding pedagogies ought to be given the utmost importance when planning the curriculum for business education in order to ensure that students enrolled in Business Education in the study area continuously acquire more and better soft skills. According to Ishak, Jufri, Lubis, Saat, Omar, Arlin, and Mohamed (2019) the findings of this study are consistent with those of Muraina (2022) who stated that students lacking memory are unable to organize, associate, and generate long-term memory from all of the information they receive.

The results in table 2 above show how much does the inability to comprehend as an index of pedagogy challenge impact on business education students' acquisition of soft skills. The grand mean responses of 2.69 and standard deviation 0.51 from the students of the two universities under study, merely demonstrate that the inability to comprehend concepts and ideas has a significant impact on the acquisition of soft skills among Kwara State universities' business education students. At 0.05 levels of significance, it can be seen from table 5 that the calculated t-value of 0.32 is lower than the critical t-value of 1.96 and significant value 0.169. The null hypothesis is therefore accepted. This indicates that there is no significant differences between the mean responses of Kwara State University and Al-Hikmah University Business Education students in Kwara State University regarding the degree to which students' acquisition of soft skills is impacted by their inability to comprehend ideas and concepts. These findings indicated that business educators must urgently incorporate content strategies into the curriculum to enhance students' comprehension abilities and teach for the acquisition of soft skills. This finding agreed with Vanderbilt University (2020) and the Texas Education Agency (2020), students with poor comprehension skills lack the competency to deduce meanings and evaluate acquired skills.

## Conclusion

The theory and practice of cognitive instructive, like affective and psychomotor pedagogies, play a positive role in the development of skills and their application by students of business education in Kwara State. The process of learning new skills is made easier when cognitive, affective, and

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psychomotor pedagogies work together. The foundation for structuring, organizing and coordinating the skills that will be acquired and how they will be channeled into meaningful boulevard is pedagogy. More also, if they are not adequately addressed, instructive difficulties will continue to have a negative impact on how and when soft skills training should be acquired. As a result, the researchers came to the conclusion that pedagogical challenges like memory loss, comprehension difficulties, and attention deficits have a significant but manageable negative impact on skill acquisition.

### **Implications**

The following is what the researchers recommend based on their findings:

1. Students in business education should make an effort to reflect on the skills they have learned as soon as they are taught by business educators. This will assist in ensuring that these newly acquired skills are appropriately stored in their minds and utilized for their intended purpose whenever necessary.
2. Business educators should ensure that students' comprehension abilities are taken into account at every stage of skill acquisition programs and activities. This is so that the students can fully comprehend the skills that the business teacher is influencing.
3. When reviewing the content of the curriculum for skills acquisition programs in business education, it should be taken into consideration to include measures necessary to contain the instructive challenges that frequently impede the acquisition of soft skills by business education students at Kwara State universities.

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