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INSTITUTION OWNERSHIP, LECTURERS' INDICES AND STUDENTS' ATTITUDE AS DETERMINANTS OF STUDENTS' ACADEMIC ACHIEVEMENT IN KEYBOARDING IN COLLEGES OF EDUCATION, SOUTHWEST, NIGERIA

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Abstract
Students' poor academic achievement has been a great concern to the stakeholders in Business Education especially with performance in Keyboarding in Colleges of Education in Southwest, Nigeria. This signifies a critical setback to Business Education in particular and economic growth in general. This study investigates possible causes that could serve as determining factors to poor students' academic achievement in Keyboarding in Colleges of Education in Southwest, Nigeria. The study has a main objective with four other specific objectives. Three research questions were raised and a hypothesis was formulated to guide the study. Descriptive research design of survey type was used for the study. The population consisted of 13,834 Business Education students and their lecturers drawn from 18colleges of education in Southwest, Nigeria while the sample size consisted of 600 students who have fully completed required BED courses and 70 Business Education lecturers in six selected colleges of education of three stratified selected states in Southwest Nigeria. Data were collected with three standardised instruments and achievement test. Data collected were analysed with descriptive statistics of mean ($\bar{x}$), standard deviation (SD) and Achievement Test while the hypothesis was analysed with inferential statistics of Multiple Regression Analysis at 0.05 level of significance. Findings revealed that lecturers' indices were moderate ($\bar{x}$ = 2.06; SD = 0.83), students' academic achievement was average (69%) while there was negative attitude of students towards Keyboarding ($\bar{x}$ = 2.70; SD =0.96). Students' academic achievement differs with institution ownership with ($\bar{x}$ = 3.18; SD =0.47) and ($\bar{x}$ = 2.41; SD =0.65) for federal and state colleges of education with (t = 279.93, p = 0.000 <0.05). It was concluded that institution ownership, lecturers' indices and students' attitude all have significant impact on students' academic achievement. The study therefore, recommends that there should be improvement in the academic staff indices and lecturers should be encouraged to improve on their deficient areas, students should be well orientated on career prospects and be encouraged to have positive attitude towards their career.

Keywords: Lecturers' indices, Students' attitude, Academic achievement, Institution ownership and Keyboarding

Introduction
Keyboarding is an aspect of Business Education that equips students with competencies needed to produce a printed document using keyboard of a computer. It is a Business Education course that inculcates in the students, the correct finger placement on the keyboard and helps to build speed for optimal typing accuracy. The study of Keyboarding is very important today because of its application on the computer system which is widely used for production of printed documents in every business organisation. Business educators have become worried over the deteriorating standard of secretarial aspect of Business Education programme especially on the acquisition and mastery of Keyboarding (Ileuma & Ramoni, 2022). It was posited that the quality and standard of any education programme could be adjudged by students' academic performance (Lasig & Collantes, 2022). This means that the standard and quality of secretarial education can be adjudged by students' academic achievement in Keyboarding. It is sad to note that the academic performance of Business Education students in Keyboarding is very poor and this might affect the actualization of objectives and quality of NCE graduates in Southwest, Nigeria. Nwokike and Ugwunwoti (2020), lamented that the outcome of our educational system has fallen below the minimum standard and this might be due to failure in our curriculum, provision of facilities, teachers and teaching method or evaluation system.

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There has been demand for quality of personnel in the educational system as stakeholders of education especially parents as well as the entire society are now clamouring for quality of personnel in the educational system which may be as a result of the perceived poor-quality products being turned out from various institutions on yearly basis (Olapegba, Onigbogi & Uye, 2021). The demand for quality in education is not out of place considering the huge sum of money that goes into the system. Meanwhile, there can never be quality education without quality implementers who will render quality instruction to the learners (Nwineh, Nwineh & Deebom, 2021). Education imparted through quality instruction is not only for good grades alone but also for the acquisition of the right values, skills and competences to make an individual a useful member of the society. The quality of Business Education programme in tertiary institutions including Colleges of Education could be determined by the quality of her academic staff. This is because the most important factor in improving students' academic achievement in school is by employing quality teachers to implement the curriculum (Abbas, Nkhan, Ali & Kumari, 2021).

Academic staff refers to lecturers who has undergone professional training particularly in specialised field thus possesses the requisite skills, knowledge and competencies as well as the right qualification needed to perform academic roles in any higher institution (Amalu, Ngwu, Arop & Obot, 2020). Babatunde, Olanipekun, Lateef & Babalola (2020), explained that a qualified teacher is a person who holds at least a recognised degree, fully licensed to teach based on TRCN Certification, and has demonstrated competence in each academic area in which the teacher teaches. Florence & Doris (2022), pointed out that the importance of quality of academic staff cannot be over-emphasised due to the fact that provision and availability of unqualified teachers in an educational institution has adverse effects on the quality of instruction as the quality of an educational system depends on the quality of the teachers. Teachers are the main determinant of quality in education as they constitute a major drive in the production process and in the determination of the educational output (Dian, Trisna & Huda, 2022).

Among the personality factors that contribute to students' academic achievement is learners' attitude which relates to all the factors of his education. Attitude of a learner towards Keyboarding will determine the measure of the learner's attractiveness or repulsiveness to the subject (Bibi, Ayub & Ismail, 2023). This invariably will influence the learner's choice and even achievement. Business Education programme encompasses courses like Keyboarding and others, which is a subject in the area of office education. Keyboarding is taught right from junior secondary schools in Nigeria under Business Studies to tertiary institutions including Colleges of Education. Keyboarding at NCE level is faced with problems which have made a lot of students run away from the course and thus formed wrong attitude towards the course. These problems include low societal value for keyboarding, lack of qualified Keyboarding teachers and invention of new technologies (Baafi, 2020). In some institutions, Keyboarding is taught like any other course. Despite concerted efforts of teachers, school administrators, parents and all other education stakeholders to enhance learning of Keyboarding among students, performance and success is still not satisfactory. Perceived reasons for poor performance in Keyboarding are as a result of poor learning of the subject and likely negative attitudes towards the subjects by the students, teaching methods which are not appropriate and lack of instructional facilities among others (Babatunde, Olanipekun, Lateef & Babalola, 2020).

Institution ownership is one of the factors that may determine the availability of instructional facilities and quality of academic staff in tertiary institutions. Colleges of Education like any other tertiary institutions can be owned by either federal, state and private individuals and this may determine the funding, provision of resources and quality of academic staff (Babaita & Muftau, 2021). Barton, Adams & Browne (2019), noted that the academic staff in federal institutions fared better than their counterparts in state institutions in terms of their job performance including the provision of instructional facilities. Bae & Cho (2019), observed that many states have neglected their responsibility in terms of adequate funding and upgrading of educational facilities in state owned institutions leaving it to management. Management of tertiary institutions have to rely on government intervention fund through designated agency for the provision of facilities, research and staff capacity building. In attesting to this claim, Ninibor (2018), reported that federal institutions are more funded than state owned institutions and this affects the availability of instructional resources and other facilities.

Objectives of the Study

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The main objective of this study is to identify the extent to which institution ownership, lecturers' indices and students' attitude can determine students' academic achievement in Keyboarding in Colleges of Education, Southwest, Nigeria while specific objectives are to:

i. examine the level of academic staff indices in Colleges of Education, Southwest, Nigeria;
ii. determine the level of attitude of students towards Keyboarding in Colleges of Education in Southwest, Nigeria;
iii. identify the level of students' academic achievement in Keyboarding in Colleges of Education in Southwest Nigeria
iv. examine the extent to which institution ownership difference can affect students' academic achievement in Keyboarding in Colleges of Education, Southwest, Nigeria.

Research Questions

1. What is the extent of lecturers' indices on Students' Academic achievement in Keyboarding in Colleges of Education, Southwest, Nigeria?
2. What is the attitude of students towards Keyboarding in Colleges of Education in Southwest, Nigeria?
3. What is the level of students' academic achievement in Keyboarding in Colleges of Education in Southwest Nigeria?

Hypothesis Testing

There will be no significant difference in institution ownership (federal and state) on students' academic achievement in Keyboarding in Colleges of Education, Southwest, Nigeria.

Methodology

The study adopted a descriptive survey research design. The population consisted of 13,834; comprising of 154 Business Educators and 13,680 Business Education students drawn from 18 Colleges of Education in Southwest, Nigeria. The sample size consists of 600 Business Education students who have fully completed coursework in required BED courses (BED 117 – Keyboarding Theory, BED 127 – Keyboarding II – 25 WPM; BED 217 – Word processing – 30 WPM and BED 225 – Word Processing II – 35 WPM) and 70 Business Education lecturers (in Keyboarding and Word Processing) drawn from six Colleges of Education in three selected states in Southwest Nigeria. A multi-stage sampling technique was used in students sample selection while there was total enumeration of the 70 lecturers. Three structured instruments and achievement test were used for data collection. Data collected were analysed with research questions using descriptive statistics of mean **($\bar{x}$)**, standard deviation (SD), hypothesis was analysed with inferential statistics of Multiple Regression Analysis at 0.05 level of significance while practical test was analysed with achievement test.

Three structured research questions and achievement test were used for data collection on academic staff indices, institution ownership, keyboarding attitudinal and achievement test. Academic staff indices instrument comprised of 10 major items with three other sub-divisions. The instrument has a five-point rating scale of highly qualified (5), very well qualified (4), well qualified (3), moderately qualified (2) and qualified (1). The instrument was used in 2019 for data collection on related variables with a reliability coefficient of 0.81. Institution ownership instrument comprised of 20 items on a four-point rating scale of Always (4), often (3), sometimes (2) and rarely (1). The instrument was used in 2020 for data collection by scholars with a reliability coefficient of 0.83. Keyboarding attitudinal scale contained 20 items on a four-point rating scale of strongly agree (4), agree (3), disagree (2) and strongly disagree (1). Keyboarding achievement test was a 25wpm manuscript with a stroke and syllabic intensity of 1:28 and another text which was to be selected from section B. Each text was to be typed within a period of 10 minutes with errors more than five attracting a penalty of ½ mark each. All instruments were validated by experts in the field of Business Education, Educational Management and Test and Measurement of two different institutions. The reliability of the instruments was done with pilot studies of 20 students and five lecturers which were not part of the sample size of the study. Cronbach alpha and KR-20 was used for reliability assessment. Cumulatively, an average reliability coefficient (r) value of 0.962 (96.2%) was obtained for all the instruments while KR-20 value of 0.91 (91%) was obtained for Keyboarding Achievement Test.

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Results

Research Question One

What is the extent of academic staff indices on Students' Academic achievement in Keyboarding in Colleges of Education, Southwest, Nigeria?

Table 1: Academic Staff Indices

S/N	Indices	HQ 5	VWQ 4	WQ 3	MQ 2	Q 1	Mean ($\bar{x}$)	SD	Decision Rule
1.	Academic Qualification	16 (23)	42 (60)	2 (3)	8 (11)	2 (3)	3.90	0.98	VWQ
2.	No. of Professional Bodies	5 (7)	26 (37)	18 (26)	13 (19)	8 (11)	3.10	1.14	WQ
3.	Rank	3 (4)	7 (10)	40 (57)	11 (16)	9 (13)	2.77	0.95	WQ
4.	Length of Service	8 (11)	14 (20)	28 (10)	13 (19)	7 (10)	3.04	1.12	WQ
5.	No. of Training(s) attended								
i.	In-Service	-	2 (3)	18 (26)	18 (26)	32 (45)	1.86	0.91	MQ
ii.	On-the-Job	-	3 (4)	20 (29)	17 (24)	30 (43)	1.94	0.95	MQ
iii.	Local	-	4 (7)	8 (11)	26 (37)	32 (45)	1.77	0.87	MQ
iv.	International	-	-	-	2 (3)	68 (97)	1.03	0.17	Q
6.	Publication(s)								
i.	Books	-	-	-	-	70 (100)	1.00	0.00	Q
ii.	Chapters in Book	5 (7)	7 (10)	8 (11)	10 (14)	40 (58)	1.96	1.32	MQ
iii.	Sole Authored Journals	2 (3)	3 (4)	7 (10)	12 (17)	46 (66)	1.61	1.03	MQ
iv.	Co-authored Journals	2 (3)	8 (11)	13 (19)	17 (24)	30 (43)	2.07	1.16	MQ
7.	Leadership Position(s)	2 (3)	6 (9)	12 (17)	14 (20)	36 (51)	1.91	1.14	MQ
8.	Membership of College Committee	-	-	-	2 (3)	68 (97)	1.03	0.17	Q
9.	No. of Students Supervised	6 (9)	7 (10)	32 (45)	18 (26)	7 (10)	2.81	1.04	WQ
10.	Merit Awards/ Commendation	(-)	(-)	(-)	8(11)	62(89)	1.11	0.32	Q
	Average						**2.06**	**0.83**	**MQ**

Source: NCCE Statistical Digest (2023) Field Survey (2024) N = 70

Key: HQ (Highly Qualified) VWQ (Very Well Qualified) WQ (Well Qualified)
MQ (Moderately Qualified) Q (Qualified) SD = Standard Deviation

Decision Rule

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If $\bar{x}$ is $\leq$ 1.49 = Qualified – (4 indices)
1.5 – 2.49 = Moderately Qualified – (7 indices)
2.5 – 3.49 = Well Qualified – (4 indices)
3.5 – 4.49 = Very Well Qualified – (1 index)
4.5 – 5 = Highly Qualified

Table 1 above indicates that the academic staff teaching Keyboarding in the Colleges of Education in Southwest Nigeria have high level of indices, most especially in academic qualification. The extent of the academic staff indices and their quality show that they are moderately qualified ($\bar{x}$ = 3.90, SD = 0.98) in academic qualification and ($\bar{x}$ = 1.00; SD = 0.00) in book publication. The indices revealed a highest mean ($\bar{x}$ = 3.90) in academic qualification and (SD = 1.32) in Chapters in Book and lowest mean ($\bar{x}$ = 1.00) and (SD = 0.00) in book publication. An average mean ($\bar{x}$ = 2.06, SD = 0.83) were recorded. With decision rule, it shows that academic staff indices have a moderate positive impact on students' academic achievement in Keyboarding. It was observed that, though, the lecturers have high academic qualifications to teach, yet, they are deficient in book publication, attendant in international training, membership of College Committees and Merit Awards/Commendations. Generally, the academic staff were Qualified with four (4) indices, Moderately Qualified with seven (7) indices, Well Qualified with four (4) indices, Very Well Qualified with one (1) index and none was Highly Qualified.

Research Question Two

What is the attitude of students towards Keyboarding in Colleges of Education in Southwest, Nigeria?

Table 2: Keyboarding Attitudinal Scale

S/N	Statements	SA (4)	A (3)	D (2)	SD (1)	Mean ($\bar{x}$)	SD	Decision Rule
1.	Keyboarding is a difficult subject to learn	120 (20)	132 (22)	120 (20)	228 (38)	2.24	1.16	D
2.	Keyboarding programme is meant for only female students	372 (62)	108 (18)	72 (12)	48 (8)	3.34	0.97	A
3.	Female students perform better in Keyboarding than males	192 (32)	96 (16)	168 (28)	144 (24)	2.56	1.17	A
4.	I would like to further my studies on Keyboarding related courses	48 (8)	144 (24)	192 (32)	216 (36)	2.04	1.05	D
5.	I am ashamed of learning Keyboarding*	192 (32)	120 (20)	216 (36)	72 (12)	2.28	1.04	D*
6.	Keyboarding programmes are meant for academically deficient students*	24 (4)	72 (12)	120 (20)	384 (64)	3.44	0.85	A*
7.	I was forced to do Keyboarding related course*	48 (8)	108 (18)	228 (38)	216 (36)	3.02	0.93	A*
8.	Keyboarding textbooks are difficult to understand	24 (4)	196 (33)	228 (38)	152 (25)	2.15	0.85	D
9.	Keyboarding is a frustrated course*	84 (14)	132 (22)	180 (30)	204 (34)	2.84	1.05	A*
10.	I have a phobia for Keyboarding*	72 (12)	144 (24)	156 (26)	228 (38)	2.90	1.04	A*
11.	Keyboarding textbooks are substandard*	24 (4)	108 (18)	156 (26)	312 (52)	3.26	0.89	A*
12.	My knowledge of Keyboarding assists me to excel in other courses that require the use of keyboard	456 (76)	72 (12)	48 (8)	24 (4)	3.60	0.80	SA
13.	I am learning Keyboarding because I have no choice*	168 (28)	192 (32)	144 (24)	96 (16)	2.28	1.04	A*
14.	Studying Keyboarding is a waste	24 (4)	36 (6)	36 (6)	504	3.70	0.76	SA*

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	of time and unprofitable venture*				(84)			
15.	I have interest in Keyboarding	24 (4)	108 (18)	216 (36)	252 (42)	1.84	0.86	D
16.	Understanding Keyboarding skill is difficult	48 (8)	108 (18)	216 (36)	228 (38)	1.96	0.94	D
17.	I get necessary support and encouragement to learn Keyboarding	48 (8)	120 (20)	180 (30)	252 (42)	1.94	0.97	D
18.	I earn income from my knowledge of Keyboarding	132 (22)	72 (12)	168 (28)	228 (38)	2.18	1.16	D
19.	My Keyboarding knowledge is a waste*	24 (4)	36 (6)	276 (46)	264 (44)	3.30	0.76	A*
20.	I cannot attain greater height with Keyboarding*	48 (8)	72 (12)	228 (38)	252 (42)	3.14	0.92	A*
	Average					**2.70**	**0.96**	**Agree**

Source: NCCE Statistical Digest (2023) Field Survey (2024) N = 600

Key: SA – Strongly Agree (4) A – Agree (3) D – Disagree (2) SD – Strongly Disagree (1)
SD - Standard Deviation

Note: Negatively worded statements (*) are reversely scored

Decision Rule

If $\bar{x}$ is $\leq$ 1.49 = Strongly Disagree
1.5 – 2.49 = Disagree - (8 items)
2.5 – 3.49 = Agree - (10 items)
3.5 – 4 = Strongly Agree– (2 items)

Positive Statements
Disagree - 7 items
Agree - 2 items
Strongly Agree - 1 item

Negative Statements
Disagree - 1 item
Agree - 8 items
Strongly Agree - 1 item

Table 2 shows that the students'attitude towards learning of Keyboarding was highly discouraging. A highest mean ($\bar{x}$ = 3.7, SD = 1.17) were recorded indicating that the students perceived studying of Keyboarding course as a waste of time and unprofitable venture. Many of the negatively worded statements also showed high mean ($\bar{x}$) when compared to other positively worded statements. This indicates a high level of non-interest in Keyboarding as a course by the students. A lowest mean ($\bar{x}$ = 1.84 and a tie in SD = 0.76) in negatively worded statements were recorded, indicating a high level of disagreement of their interest in Keyboarding. An average mean ($\bar{x}$ = 2.7 and SD = 0.96) were recorded indicating their level of agreement on their attitude towards Keyboarding as a course. Negatively worded statements were intentionally included to obtain the perception and clear view of the students' towards studying of Keyboarding as a course. Out of the 10 negative statements on the list, eight (8) items were agreed to, one (1) item was strongly agreed to while only one (1) item was disagreed to. Equally, out of the 10 positive statements on the list, it was so shocking that seven (7) items were disagreed to, two (2) items were agreed to, while only one (1) item was strongly agreed to. Oral interview and personal interaction held with the students equally revealed a high level of their non-interest in Keyboarding and no intention to go for further study in Keyboarding related course.

Research Question Three

What is the level of students' academic achievement in Keyboarding in Colleges of Education in Southwest Nigeria?

Table 3: Keyboarding Achievement Test

Mark Obtainable (0 – 100)	Total Mark Obtained Task 1 100 f (%)	Task 2 100 f (%)	Cummulative 100 f (%)	Grading	Decision Rule

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0 – 39	32 (5)	18 (3)	25 (4)	F	Poor Academic Achievement
40 – 49	193 (32)	72 (12)	120 (20)	P	Low Academic Achievement
50 – 59	336 (56)	420 (70)	413 (69)	C	Average Academc Achievement
60 – 69	21 (4)	73 (12)	31 (5)	M	Moderate Academic Achievement
70 and above	18 (3)	17 (3)	11 (2)	D	High Academic Achievement

Source: Field Survey (2024) **N = 600**

Key: F – Fail P – Pass C – Credit M – Merit D - Distinction

Grading

0 – 39	F	Fail	Poor Academic Achievement
40 – 49	P	Pass	Low Academic Achievement
50 – 59	C	Credit	Average Academic Achievement
60 – 69	M	Merit	Moderate Academic Achievement
70 and above	D	Distinction	High Academic Achievement

Table 3 above reveals the level of students academic achievement in Keyboarding. Two tasks were attempted by the students. From marks obtained in Task One, 32 students representing 5% scored between 0 - 39 marks, 193 students representing 32% scored between 40 – 49, 336 students representing 56% obtained a total score of 50 – 59, 21 students representing 4% obtained a total score of 60 – 69 while 18 students representing 3% scored 70 marks and above. From the second task, a total of 18 students representing 3% scored between 0 – 39 marks, 72 students representing 12% obtained a total score between 40 – 49, 420 students representing 70% scored between 50 - 59, 73 students representing 12% obtained a total score between 60 – 69 while the remaining 17 students representing 3% obtained a total score of 70 and above. Cumulatively, a total number of 25 students representing 4% of the respondents scored between 0 – 39, 120 students representing 20% scored between 40 – 49, 413 students representing 69% obtained a total score between 50 – 59, 31 students representing 5% scored between 60 - 69 while the remaining 11 students representing 2% scored 70 and above. It could be clearly seen in the above table that 4% of the students have poor academic achievement, 20% of the students have low academic achievement. A total of 69% of the students have average academic achievement, 5% possessed moderate academic achievement while just 2% of the students possess high academic achievement.

Hypothesis Testing

There will be no significant difference in institution ownership (federal and state) on students' academic achievement in Keyboarding in Colleges of Education, Southwest, Nigeria

Table 4: ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Institution Ownership	Between Groups	(Combined)	88.111	1	88.111	279.928	.000
	Within Groups		188.229	598	.315		
	Total		276.340	599			

Mean Report

Institution Ownership	Mean	N	Std. Deviation
State	2.4138	290	.64530
Federal	3.1806	310	.46871
Total	2.8100	600	.67922

Source: NCCE Statistical Digest (2023) Field Survey (2024)

Table 4 above shows the one-way Analysis of Variance (ANOVA) of the institution ownership difference (federal and state) on students' academic achievement in Keyboarding in Colleges of Education, Southwest, Nigeria. The table shows ANOVA value ($F_{(1, 598)} = 279.928$) significant at $p < 0.05$. The average score for federal Colleges of Education students ($\bar{x} = 3.18$, SD = 0.47) is significantly different from the average score for state Colleges of Education ($\bar{x} = 2.41$, SD = 0.65), ($t = 279.928$, $p = 0.000 < 0.05$). This implies that students' academic achievement differs between the federal and state Colleges of Education. This suggests that the type of institution

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students attend serves as determinant of their academic achievement. In this study, it was discovered that students in the federal colleges perform better academically than the students in the state Colleges of Education - federal ($\bar{x}$ = 3.18), state ($\bar{x}$ = 2.41), ($F_{(1, 598)}$ = 279.928, p = 0.000 < 0.05). Hence, the null hypothesis which states that there will be no significant difference in institution ownership on students' academic achievement was rejected while the alternate hypothesis was accepted.

Discussion of the Findings

On results obtained on the extent of academic staff indices on students' academic achievement, the result revealed ($\bar{x}$ = 2.06, SD = 0.83). This shows that the academic staff were moderately qualified for teaching of Keyboarding in Colleges of Education in Southwest Nigeria. The result of this study is in agreement with a study on Impact of Academic Staff Indices on Students' Academic Performance in selected subjects in Secondary Schools in Kogi State (Yimam, 2022). In another study conducted on Assessment of Teachers' Quality on Students' Academic Achievement in Business Studies in selected Junior Secondary Schools in Abigi Township, the study submitted that academic staff quality was on the average as most of the qualities tested showed average positivity to students' academic achievement (Zangeneh, 2020).

On attitude of students towards Keyboarding in Colleges of Education in Southwest Nigeria, the result revealed ($\bar{x}$ = 2.70, SD = 0.96). This indicates that the students agreed to their attitude towards Keyboarding. Most of their attitudes toward Keyboarding were negative. A study on Attitude of Students in Business Education in Rivers State Universities (Wokocha, 2020), revealed that the students have negative attitude towards Business Education which invariably affected them negatively in their studies. Another study on Evaluating the Attitudinal Qualities of Students toward science courses (Vossen et al., 2021), results revealed high negative response towards the attitudes of the students in Technical Education courses.

The result of students' academic achievement in Keyboarding revealed that the students possessed average academic achievement. A total of 69% was recorded showing the average mark obtained with a grading between 50 – 59, indicating that the performance of the students in Keyboarding was average. This result agreed with a study on Vocational Education Resources as Determinants of Students' Academic Achievement in Keyboarding in Private Universities in Ogun State (Suleiman, 2019), which revealed that the students possessed average academic achievement. In another study on Students' Academic Achievement on Availability of Material Facilities for Students' Academic Achievement in online education, (Shin & Cheon, 2019), agreed with a study on academic achievement test study on How Teachers affect the Academic Achievement of Typewriting Students in Vocational Institutes in Abeokuta Metropolis which revealed that the academic achievement of the students studying Typewriting in Vocational Institutes in Abeokuta Metropolis was average (Samuel, et al., 2021).

Findings from hypothesis testing revealed that there is significant difference in institution ownership (federal and state) on Students' Academic Achievement in Keyboarding in Colleges of Education, Southwest, Nigeria ($F_{(1, 598)}$ = 279.928, p = 0.000 < 0.05); ($\bar{x}$ = 3.18, SD = 0.47); ($\bar{x}$ = 2.41, SD = 0.65). The result is in agreement on a study on entrepreneurship in public universities in Ekiti State (Aina, 2018). This result was also supported by a study on Academic Staff and Non-Academic Staff indices as Predictors of Students' Academic performance in Unity Schools in Ogun State. All reviewed studies were significant and in tandem with this study that institution ownership difference has a role to play in students' academic achievement.

Conclusion

Having considered and discussed the findings of this study, it could be concluded that the extent of academic staff indices have slight positive impact on students' academic achievement in teaching and learning of Keyboarding in Colleges of Education in Southwest, Nigeria. The attitude of the students towards Keyboarding have a great impact on students' academic achievement in Colleges of Education in Southwest, Nigeria. The results of the achievement test clearly showed that all the variables and indices examined have impact on students' academic achievement while institution ownership equally have impact on students' academic achievement in Keyboarding as the students possessed average academic achievement.

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Recommendations

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

1. Management of various institutions should ensure that there is tremendous improvement in the academic staff indices as the lecturers should improve on their deficient areas which include publication, attendant at international training, membership of college committees and award/commendations.
2. Students should develop positive attitude towards their choosing programme while the Counselling Unit of the institution should orientate and counselled them on career prospects.
3. Government should ensure adequate provision of needed instructional facilities for practical tests. Keyboarding, being a psychomotor learning subject, requires more of practice than theoretical attempt.
4. NCCE should ensure adequate supervision of all colleges of education in the country to ensure strict compliance to the Benchmark for Minimum Academic Standard.

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