THE PERCEPTION OF MANAGEMENT STUDENTS TOWARDS MANAGEMENT EDUCATION PROGRAMME IN THE FACULTY OF BUSINESS STUDIES EDUCATIONAL, COLLEGE OF TECHNOLOGY EDUCATION, GHANA

Lydia N Takyi

College of Technology Education, University of Education, Winneba, Ghana

lydiantakyi@gmail.com

Abstract

The study examined the perception of Management Students towards Management Educational Programme (MEP) in the Faculty of Business Studies Education, College of Technology Education, University of Education, Winneba. The study adopted the quantitative research approach through the multi-stage sampling technique to sample 300 management students from the College of Technology Education. Data was analyzed through the use descriptive statistics, Pearson correlation, regression and rank order analysis. The result showed overall positive perception of students towards the educational management programme as each indicator was significant (PUM: p < 0.05). On individual cases, the average values showed that "MEP" has enhanced my leadership qualities" was the most positively perceived statement for respondents. The result indicated a strong positive correlation between Perceived Usefulness of Management Programme and learning outcome/performance (.853, p< 0.001; .850, p < 0.05). Further, the study found that Perceived Usefulness of Management Education Programme strongly predicted students' performance or learning outcome. The study found that motivation plays a vital role in teaching and learning. Technology utilization and inadequate instructional materials are fundamental challenges that impacted on teaching and learning. The study concluded that the programme has the potential of providing the needed skills, values, attitudes and behaviors needed to meet the national goals as well as developing innovative and knowledgeable students with basic managerial and administrative skills for the world of work.

Keywords: Management Education, Perceived Usefulness, Technology utilization, Technology Acceptance Model (TAM)

INTRODUCTION

Education is considered as key to success and national development. According to Akyeampong, Malink, &Marktin (2007), the expectation of any educational programme is to provide society with human resources with specialized skills, knowledge, work attitudes, social, psychological, moral and political values and skills so as to sustain the expected development of the nation. Literature shows that educational programme or any form of education can be considered as relevant when it makes its curriculum relevant to life, meets changing needs of society, it is dynamic, contributes towards achieving national development goals, produces desirable social change in students, preservation of desirable and positive aspect of existing culture (Ampiah, 2002; Donge, 2003; Ministry of Education Science and Sports (MOESS), 2007).

The World Bank (2006) posited that these outlined goals can be achieved effectively and efficiently when educational programmes are managed professionally and transcend the traditional role of academics and values only. Therefore in order to make MEP within the global educational cycles relevant, the MEP theories, concept, methods, strategies, principles, values, strategies and models, when applied to education should bring effective and efficient functioning of educational institutions and positive impact on society. In light of this, World Bank (2007) argued that management of educational programmes scientifically and systematically by educational institutions is necessary to bring about qualitative and quantitative changes in educational system globally. Therefore MEP is required to help educational managers control, manage and create institutions of excellence like Indian Institute of Technology (IIT), Indian Institute of Management (IIM) etc. so that specialised training can be acquired by vast majority of students (World Bank, 2007). According to Addae-Mensah (2000) Management Education (EM) as a programme in United States has helped the country to use its previously scare resources to provide effective and efficient programme for students for equal transformation of society. The author postulated that knowledge of management education is necessary in order to provide adequate and relevant training to present teachers to learn and run educational institutions professionally and as well prepare students to become managers.

The study of EM is very vital for a number of reasons. (1) It brings to light the study of diverse management science theories which define the roles and functions of educational managers and develop managerial skills in students (2) It provide educational planning tools at macro and micro levels for proper educational administration (3) It helps in decision making and problem solving (4) It helps to plan co-curricular activities in schools (5) It helps to maintain proper educational records and effective evaluation of students achievement (6) It helps in financing and budget preparation of the institution (Effah, 2003; Dalsgaard, 2006).

A number of studies have been conducted to evaluate effectiveness of educational programmes in the developed countries but little in the developed regions. Most of them adopted the Technology Acceptance Model (TAM) or Theory and other models to determine the programme effectiveness through advance technology (Jabr, 2011). Whilst programmes across diverse disciplines have been evaluated from the perspective of teachers and students in meeting the needs of changing society such as mathematics, integrated science, human resource management, psychology, sociology, statistics etc; this cannot be said of management education programme in Ghana particularly, and Africa generally. Through the evaluation of other programmes, researchers have made recommendations to ensure that effective changes are made to programmes to make them relevant in meeting the current needs of society in Africa especially Ghana. However, many educational programmes in Ghana remain the same since their introduction with few exceptions to sciences and IT programmes (MOESS, 2007).

Further, it must be understood that since the inception of the MEP in University of Education, Winneba, no research has been conducted concerning the future of the programme or how it is contributing to the needs of society or its usefulness. Despite the fact that students have benefited enormously after pursing the programme; how the programme is perceived by students regarding its usefulness is unknown empirically. As a lecturer in the university and within the same faculty, I have also realized some key challenges with regards to the programme, issue of technology adoption and use and other critical factors that need to be revealed about the programme in totality. The study will contribute greatly to literature and other programmes in relation to education in Ghana. It will provide information needed to reshape all educational programmes to meet the changing needs and developmental goals of the Ghanaian society. It will also give management, policy makers of the university and faculty heads enough information necessary to make required and relevant changes to the programme in order to motivate more students to pursue the programme even up to the masters and the PhD level. In light of this, the study adopted the TAM model/theory to determine the Perception of Management Students towards MEP in Faculty of Business Educational specifically department of Management Studies Education at the College of Technology Education, University of Education, Winneba. The main purpose of the study is to unveil the perceived usefulness of the MEP from perspective of students as well as the impact of perceived usefulness on learning outcome of students.

Objectives of the Study

1. To examine the perception of students towards MEP

2. To determine the impact of perceived usefulness of MEP on the learning outcomes/performance of students

3. To examine the motivational factors and the challenges that confront students towards effective learning of the programme

Figure 1: Conceptual Model
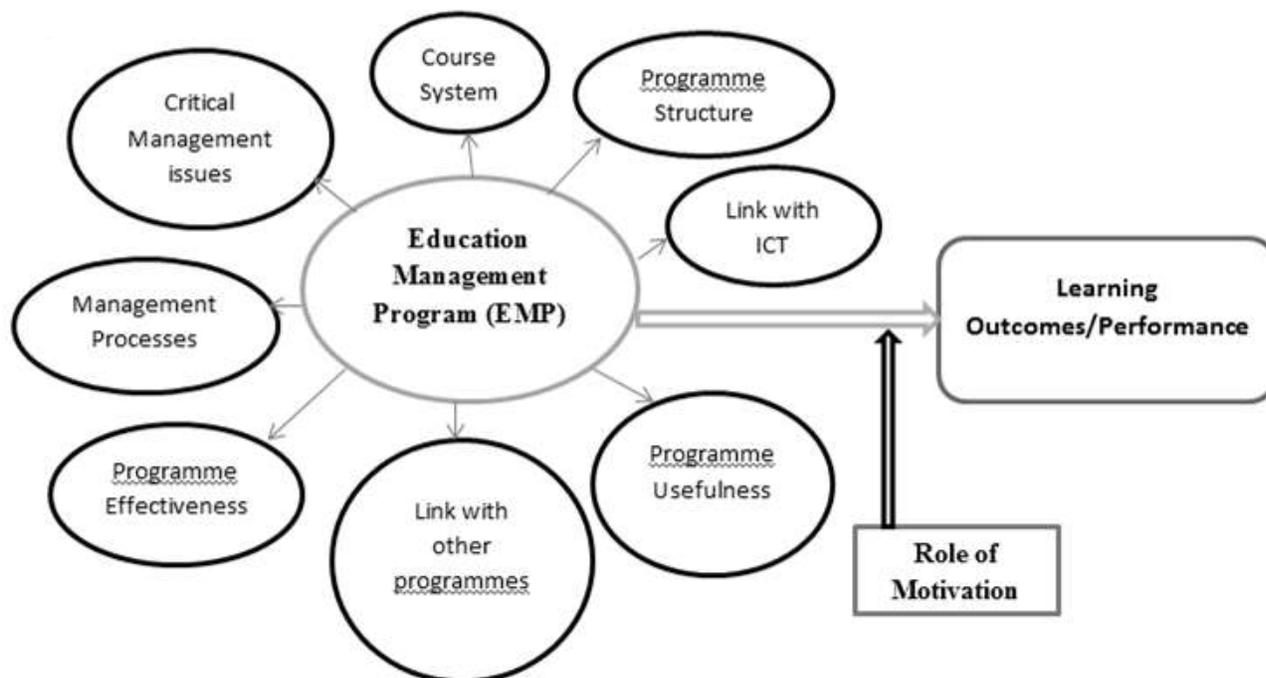
The conceptual model shows the dimensions of MEP which ensure effective programme delivery and implementation. It indicates how course system, programme structure, link with ICT, programme usefulness, link with other programmes, programme effectiveness, management process, and critical management issues all contribute to the functioning of the programme. It shows how MEP in totality within the perception of students influence learning outcome through the role of motivation. The model in totality helps to determine the perception of students regarding the programme and their learning outcome considering the use of technology and motivation in teaching and learning.

LITERATURE REVIEW

Theories Underpinning the Study

Educational programmes across the globe have seen major impact from technology advancement and development. The benefits of education on course delivery, teachers and students cannot be downplayed in the 21st century. According to Jabr, (2011) new generations

of web, internet and other advanced technology have added enormous advantages and enthusiasm to management educational programmes across the globe. In light of this, the study adopted the Technology Acceptance Model (TAM) to observe how it is linked with perceived usefulness of MEP in University of Education, Winneba- Kumasi Campus (College of Technology Education) in Ghana.

The TAM model or theory emanated from one critical theory called Theory of Reasoned Action (TRA) with the aim of describing how individuals, organizations and nations accept behaviors in relation to information technology (Davis, Bagozzi, & Warshaw (1989); Shen, Laffey, Lin, & Huang (2016).). Literature indicates that the theory has been tested on diverse programmes including online courses; however, not in connection with MEP (Davis, 1993; Shen et al., 2016). According to Wahid, (2007) and Jabr, (2011) the fundamental objective of the theory is to investigate how users' (individuals, organizations etc) attitudes, beliefs, norms and values impact on acceptance or rejection levels of a particular information technology.

The main aim is to provide succinct explanation on how these actors adopt and use IT in their areas of expertise or work. The theory provides two specific attitudes namely perceived usefulness (PU) and perceived ease of use (PEOU) (Shen et al., 2006). Studies have shown that both dimensions of TAM play critical role in predicting user behavior and attitudes towards the use of IT in teaching, working etc. However, close to 85% of the studies have admitted that perceived usefulness is 50% stronger in predicting those behaviors than perceived ease of use (Davis, 1993; Deng, Doll, Hendrickson, &Scazzero (2005);Shen et al., 2015; Salas, 2016). Studies have also found that PU and PEOU have sufficient influence on behavioral intention of individuals especially in e-leaning and online programmes in developed regions (Liu, 2009; Adamson, 2012). The use of technology in advancing the course(s) and programmes or teaching in universities in Ghana has not been highly realized especially in educational management courses. Therefore, the theory acts as principal theory for such an investigation. Looking at the topic under investigation, the study adopted only one component of the theory "perceived usefulness" to examine how technology plays a critical role in MEP in the University of Education, Winneba – Kumasi Campus.

The Concept of Management Educational

Education is a social activity and an important component of life. According to Lee, Cho, Gay, Davidson, & Ingraffea, (2003) compliance, conformity and identifying with the way others teach, work and study are key determinants of educational activity which forms the key component of MEP. Management in general is the "process of planning, organizing, directing, controlling, coordinating and evaluating to achieve pre-determined objectives of an institution through the

link of human, material and capital resources" (Lee et al., 2003, p.56). It is considered as an art/science which employs the process of getting work done, through the coordinated efforts of others, within a given budget frame, and timeliness/ deadliness. Within the academic discipline, management is seen as a body of knowledge, ideas, theories, concepts, laws, and application in practice (Adamson, 2012).

Further, Henry Fayol posited that "to manage is to — forecast and plan, to organize, to command, to coordinate and to control. Similarly, Donald J Clough postulated that "the concept is the heart and science of decision making and leadership" (Adamson, 2012). Education as a concept is referred to as the process of providing a series of learning experiences to students in order to make specific knowledge, values, attitudes, skills and behaviors available to them; and is aimed at making the people productive members of society. In light of this, ME as a concept is defined as "the process of planning, organizing, directing and controlling the activities of an institution by utilizing human and material resources so as to effectively and efficiently accomplish functions of teaching, extension work and research" (Ampiah, 2002,p.25).

Need of Management Educational

Management Education is very significant in national policy development since economic, social and cultural developmental variables can be realized through human resource development and education. According to Ampiah (2002), the field of education and courses that underscore educational programmes are expected to provide individuals and groups or society with the human resource capacity with specialized skills, knowledge, social, ethical, political and religious values so as to sustain and enhance expected development of the nation. Literature has shown three crucial points regarding the need for management education including (1) Making curriculum relevant and vital to life and the need of alterations within a given society (2) To be dynamic, so that national development goals can be achieve within a given period (3) Ability of students to bring desirable social change, change in behavior and at the same time preserve the acceptable and positive aspect of a given culture (Addae-Mensah, 2000; Shen et al., 2015; Salas, 2016).

Table 1. Key Dimensions of Educational Management

Dimensions/Component	
Knowledge	1. Application of educational management theories, concepts and principles should bring effective and efficient performance of educational institutions
	2. Educational system must bring qualitative changes through scientific and systematic management
	3. Educational management is required to create institutions of excellence for

Table 1...

	societal progress 4. Educational management is required in order to use scarce resources in both efficient and effective manner 5. To develop professional teachers and managers to man institutions professionally
Scope	1. Wider Scope – history, theories, roles, responsibilities of educational manager 2. Study of educational planning and administration at both micro and macro level 3. Helps to build relevant teams, decision making, solving of problems, information sharing and management 4. Provision of human equipment and materials 5. Co-curricular planning, preparing timetable 6. Staff motivation 7. Meetings, management of conflict and stress 8. Developing a healthy and conducive climate in schools 9. Guidance and Counseling 10. Organization of health and physical education, Organization of exhibitions and fairs 11. Maintenance of school records, evaluating students achievements 12. Finance and budget 13. Service to the community
Objectives	1. To develop an understanding of the concept of educational management. 2. To develop an understanding of the various functions of an educational institution. 3. To develop an understanding of the roles and functions of an educational manager. 4. To develop an understanding of the essential components of democratic classroom management. 5. To develop an awareness of the various structure/levels of educational management. 6. To develop an awareness of the characteristics of quality institutions. 7. To sensitise the students towards effective management of human and material resources. 8. To develop an appreciation of the role of various administrative authorities in maintaining quality of educational institutions.
Functions	1.Planning 2. Organising 3. Directing 4. Controlling 5. Coordinating 6. Motivating 7. Evaluating 8. Decision making
Principles (Henry Fayol in 1916)	1.Division of work, 2.Authority, 3.Discipline, 4.Unity of command, 5.Unity of direction, 6.Subordination of individual interests, 7.Renumeration, 8.Centralisation, 9.Scalar chain, 10.Material and 11.Social order, 12.Equity, 13. Stability, 14. Initiative

(Source: Fayol, 1916; Addae-Mensah, 2000; Shen et al., 2015; Salas, 2016)

Systems Approach in Education

Educational studies have been looked at within a certain dimension in brining solutions to a given problem. Critically observing a problem in a holistic manner and providing remedies and improving the existence of a condition is what system approach in education underscores. The word "system" has been used in diverse disciplines such as psychology, sociology, business

studies, political science, management, communication etc; and it is also used by the layman (Salas, 2016). The approach brings to light a scientific model for providing vital solutions to instructions and achieving desired objectives in the teaching-learning process. The approach is considered as a problem solving model which helps in critically analysing the educational process and making it more effective. The approach provides a framework that links all factors that has the propensity of impacting the remedies of educational challenges/problems as well as the achievement of the stipulated goals and objectives. According to Ampiah, (2002) the approach considers all available learning and teaching materials, content and learning resources and experiences, methods, techniques and other relevant resources to achieve a given objective. The author argued that system approach provides a framework for assessing the link or relationship between students' perception of teaching and learning outcomes or performance.

Table 2: The Need and Importance of System Approach

Need/Purpose of System Approach in Management Education	Importance of System Approach in Management education
1.Improvement in instructional system 2.Management of affairs of the school 3.Effective and efficient utilization of resources 4.Development of systematic educational planning – goals, aims and objectives 5. Improvement in co-curricular activities 6. Maintaining, controlling and improving the guidance services of schools 7.Improvement in training and development programmes 8. Improvement in quality of education through rendering of quality services	1. Provision of effective framework for planning, decision making, control and problem solving 2. Dynamic management 3. Help institutions become adaptive to the environment 4. Unified institutional efforts. 5. Helps to look at institution as a whole and not as parts. 6. Helps the manager to identify the critical sub systems and their interaction with each other. The practicing manager learns to see the phenomenon not in isolation but in its relation to other phenomenon and elements because of constant interactions. 7. Helps in improving institution 8. Helps in bringing efficiency in school administration and management 9. Helps in systematic educational planning 10. Maximum utilization of resources 11. Helps in improving examination and evaluation system 12. Maintaining, controlling and improving the guidance services 13. Designing, controlling and improving non-formal and adult education system 14. Improving quality of education 15. Improving the teacher training programmes in-service as well as pre service.

(Source: Fayol, 1916; Addae-Mensah, 2000; Shen et al., 2015; Salas, 2016)

2Empirical Studies

A study was conducted by Shen et al., (2016) to investigate the extent to which subjective norm beliefs of online learners shape perceptions of ease-of-use and usefulness for the use of course delivery systems. The study adopted a quantitative approach to investigate the topic.

The key variables for the study were subjective norm and learning outcome of students. The subjective norm included instructors, mentors, and peers have on students to use the course delivery system. The results show that instructor and mentor influences are significant contributors to students' perceived usefulness of the course delivery system. The study found strong positive perception of students towards the online programme and the course delivery system. This was highly influenced by teaching methods, technology use and teaching and learning materials for teaching. The result further showed the critical role of instructors in shaping impressions of students towards the use of course materials.

In another vein, Sloan (2005) conducted a study to examine the perception of students towards online educational programme. The study sampled 1,122 students who have used the online system before and those who are still using the system for educational attainment. The study found that the overall percentage of post-secondary schools that identify online education as a long-term strategy grew from 49% in 2003 to 56% in 2005. For Associate degree institutions, the percentage grew from 58% in 2003 to 72% in 2005. The study also revealed a significant positive impact of perceived usefulness of the online educational programme on learning outcome of students.

Similarly, Elkaseh, Wong, & Fung (2016) conducted a study to test the Technology Acceptance Model (TAM), based on the dimensions namely Perceived Ease of Use and Perceived Usefulness. Further, the study examined the behavior intention to use new technologies by E-learning students in Libya. The study adopted a quantitative approach through cross sectional survey methods. Teachers and students were the target population and information was obtained from them. The structural equation model was the econometric model utilized to analyze predictive behavior intention of respondents in line with the stated research objectives. The study found that the two component of TAM are vital factors for predicting a student's and teachers' behavioral intention to use social networking media for educational e-learning in Libyan higher education. It also found a positive relationship between students' perception towards the course and learning outcome.

Also, an investigation was done by Jones, Waits, & Lewis, (2010) on the use of social media network in educational pursuit. The study adopted mixed approach to investigate the topic.

The study sampled 76 respondents to whom questionnaires were administered whilst 14 respondents were interviewed. The study found positive perception towards educational programme using social media tools. It also found some challenges in educational studies such as course structure, history, technology use etc; as well as the use social media networking including copyright issues, originality, feeling of information constraint, and unwillingness to use advance technology by teachers.

RESEARCH METHOD
Research Approach and Design:
The study adopted the quantitative approach. This approach allowed for numerical presentation of results of the study. It allowed the researcher to adopt relevant statistical tools such as correlation and regression for data analysis. Further, the study adopted cross sectional descriptive survey design to help obtain information from respondents within a given time frame and period of time.

The Population
The target population for the study was students of Department of Management Studies in College of Technology Education, University of Education, Winneba. The study cut across level 100, 200,300 and 400 undergraduate students. However, considering the educational outcomes of respondents' level 200, 300 and 400 were highly utilized as the target population because of enormous level of experience gathered throughout the programme.

Sample Size
The study sampled 300 respondents for the study across all the levels of educational programme. The sample represents the sub-section of the target population utilized by the researcher for the study. The respondents comprised 160 males and 140 females based on gender dimensions of students pursuing the programme.

Sampling Technique
The study adopted a multi-stage sampling technique made up of purposive and convenience sampling. Considering the purpose of the study, the purposive sampling allowed the research to identify relevant and appropriate respondents for the study specifically those pursuing Management Education Programme (MEP) in the school. Further, the convenience sampling allowed willing students to partake in the study. The willing students were allowed to sign an informed consent and were promised confidentiality before the study begun.

Data Collection Instrument

The study adopted semi-structured questionnaire for the study. The questionnaire was designed in line with the purpose, aim and objectives of the study. The validity and reliability of the instrument were obtained at satellite campus, College of Technology Education, in the Ashanti Region of Ghana before its use. The instrument had both open ended and close ended questions. The open ended questions were numerically represented during data analysis.

Data Analysis

The result was presented using descriptive statistics, correlation, regression and rank order.

RESULTS

Demographic Characteristics

Table 3: Distribution of Demographic Information of Respondents

Demographic Information	Categories	Frequency	Percent
Gender	Male	160	53.3
	Female	140	46.7
Age	18-25	240	80.0
	26-35	40	13.4
	36-45	10	3.3
	46-55+	10	3.3
Programme Level	Level 100	10	3.3
	Level 200	70	23.3
	Level 300	180	60.0
	Level 400	40	13.3

The data obtained from respondents for the study were analyzed. The demographic result is presented in Table 3 Three demographic reviews were done including gender, age and programme level of respondents. The gender result shows that majority of the sampled respondents were males representing 160(53.3%) whilst the rest were females representing 140 (46.7%). The implication is that more males were discovered to offer the management programme as compared to their female counterparts. Further, greater number of the sampled respondents were within the age bracket of 18-25 representing 240(80.0%), followed by those within 26-35 age bracket representing 40(13.4%) and the least represented are those within the age bracket [36-45] and [46-55+) years representing 10(3.3%) respectively. The age brackets within which majority of students falls depict the average age for university students. In terms of

programme level majority of the respondents were in level 300 representing 180(60.0%), followed by those in level 200 representing 70(23.3%) and the least represented are those in level 100 representing 10(3.3%). The implication is that most of the level 300 and 200's had enormous amount of experience regarding the programme as majority of level 400s are outside campus.

Reliability Statistics

Table 4: Reliability of Perceived Usefulness and Learning outcomes or performance scale

Number of items	n	Cronbach's Alpha	Valid Case percent
20	300	.953	100.0

The study obtained the reliability of the scale from the sampled respondents. The result is presented in Table 4. The items for perceived usefulness and learning outcome scales were 20 with 300 respondents who responded to the scale at Cronbach alpha value of .953 and 100% valid cases. According to Creswell (2006) a Cronbach alpha value above .7 is regarded to be reliable. Therefore the value obtained depicts a higher reliability for the adopted scale or research instrument for the study. The 100% valid cases depict how the items used by the study measure what it intends to measuring.

Examine the Perception of Students towards Management Education Programme

The first objective of the study was to examine the perception of students towards management educational programme (MEP). The aim of this objective is to determine the usefulness of the MEP from the perspective of students. This will enable the programme coordinators, the university authorities and other schools domestically and abroad to make amendment in order to meet the demand and needs of students. The result is presented as;

Table 5: Overall Students Perception Measure on MEP

Indicators	n	Mean	SD	Df	T	p
PUM1	300	4.53	1.61	299	48.78	0.00
PUM2	300	5.00	1.97	299	43.97	0.00
PUM3	300	5.23	1.69	299	53.65	0.00
PUM4	300	4.87	2.27	299	37.21	0.00
PUM5	300	5.10	1.82	299	48.62	0.00
PUM6	300	4.77	1.69	299	48.38	0.00

PUM7	300	4.77	1.80	299	45.75	0.00
PUM8	300	5.07	2.00	299	43.83	0.00
PUM9	300	5.03	2.10	299	41.34	0.00
PUM10	300	5.33	1.74	299	53.05	0.00

[P < 0.05; Significant at 5% (0.05)]

Table 5 shows the overall student perception measure of MEP. PUM1, PUM2, PUM3…….PUM10 represent specific statements or indicators presented to respondents of the questionnaire. The indicators represent statements such as, PUM1 (The course system and structure for MEP is very good); PMU2 (I think the MEP is useful for all students); PUM3 (I think the MEP is a good choice for me as a student); PUM4 (I think MEP has open my mind towards critical management issues); PUM5 (I think MEP has helped me understand management processes for organizational work); PUM6 (MEP teaching materials has enhanced my effectiveness in learning); PUM7 (MEP is a preparatory course for management positions); PUM8 (EMP should be extended to other department because of its usefulness); PUM9 (Using technology in teaching MEP is effective); PUM10 (MEP has enhanced my leadership qualities). The result shows overall positive perception of students towards the management programme as each indicator was significant (PUM: $p < 0.05$). On individual cases, the average values shows that "EMP has enhanced my leadership qualities" was the most positively perceived statement for respondents. This was followed by MEP being a good programme choice for most students. However, the least perceived indicator was "the course system and structure for MEP is very good". This implies that the programme is very effective in providing quality training, knowledge and skills to students. The knowledge obtained by students has the propensity of helping them to become significant within the field of work. This is consistent with the study by Shen et al., (2016) who examined the extent to which subjective norm beliefs of online learners shape perceptions of ease-of-use and usefulness for the use of course delivery systems. The study found a strong positive perception of the course or programme.

Impact of Perceived Usefulness of Management Education Programme on the Learning Outcomes/Performance of Students

The second objective of the study was to examine how perceived usefulness of Management Education Programme impact on the Learning Outcomes/Performance of Students. The result is presented in Tables below.

Table 6: Correlation Matrix of MEP and Learning Outcome/Performance

Variables	Mean	SD	Model 1	Model 2
Learning Outcomes/performance	49.79	12.14	1	1
Perceived Usefulness of Management Programme	48.97	15.10	.853***	.850*

*** (Model 1- Significant at 0.1% (0.001)   * Model 2 -Significant at 5% (0.05)

Table 6 shows the correlational matrix result of MEP and learning outcome or performance. The result shows model 1 and model 2 result on .001 and .05 level of significance. The result shows a strong positive correlation between Perceived Usefulness of Management Programme and learning outcome/performance. This is represented as [.853, p< 0.001; .850, p < 0.05]. The implication is that a stronger perception has the capacity of developing positive interest in students towards to the programme. This supports the study by Elkaseh et al., (2016) which was conducted to test the Technology Acceptance Model (TAM), based on the dimensions named Perceived Ease of Use and Perceived Usefulness; together with Behaviour Intention to use new technologies on factors of using social networking media for educational e-learning in Libyan higher education. This study also found a positive relationship between students' perception towards the course and learning outcome.

Table 7: Regression Result of MEP and Learning Outcome/Performance

Variables		Mean	SD	Model 1 (β)	Model 2 (β)
Control Variables	Gender	1.43	.49	-.202	-.203
	Age	1.30	.69	.053	.056
	Programme Level	3.10	.70	.112	.117
Independent Variable	Perceived Usefulness of Management Programme	48.97	15.10	.868***	.869*
R^2		-	-	.047	.732
ΔR^2		-	-	.037	.729
F-test		-	-	4.871***	201.623*

*** (Model 1 (β) - Significant at 0.1% (0.001)   * Model 2 (β)-Significant at 5% (0.05)

Table 7 shows the regression result of MEP and learning outcome/performance of students. It indicates the control and independent level variables on the dependent variable. The result shows that the control variables did not predict learning outcome of students including gender, age and programme level. The statistics shows that gender of students scored highest regarding average performance of students (Mean = 1.43, SD=.49); however, no significant effects was discovered regarding gender and other control variables indicated in both models [

(Gender =-.202, Age = .053; Programme level= .112) > 0.001; (Gender = -.203, Age = .056, Programme level = .117) > 0.05)] respectively. Further, the study found that perceived usefulness of MEP strongly predicted students' performance in both model 1 and model 2 represented as (.868 < 0.001; .869 < 0.05) respectively. The r-squared of 0.047 showed that control variables accounted for 4.7% variations in learning outcome, indicating no significant effect or impact on the dependent variable that is learning outcome. When the independent variable was introduced the model accounted for 73.2% of variations in leaning outcome/performance of students. This by implication shows a strong positive impact of the IV (perceived usefulness of MEP) on DV (learning outcome/performance). The F-test shows that the independent variable had a strong effect on learning outcome/performance as indicated in Table 7. The implication of the finding is that positive perception has exerted a greater interest in people towards the programme. It can be deduced that the interest developed by students can be observed in the number of students offering the programme in recent times as well as applications received by the faculty in line with the study. The finding is congruence with the study by Sloan (2005) who examined the perception of students towards online educational programme. The study found significant positive impact of perceived usefulness of the online educational programme on learning outcome of students.

Examine factors that motivate students for effective learning of the course/ programme

The third objective of the study was to examine the factors that motivate students to learn. The study examined from the perspective of students motivational factors that propel student for learning. In order evaluate such factors, the study examined if the programme is important or not. In this regard, the study investigated if motivation is important in MEP. The study revealed that motivation is very vital in the programme representing 300(100.0%). This shows in the importance of motivation in teaching and learning.

Table 8: Rank order Result on Factors that motivate students

Motivational factors	Rank	Frequency	Percent
Motivation from lecturers	1	100	33.3
Effective use of instructional materials e.g. TLMs	2	80	26.7
Career plan eg. Becoming a manager	3	40	13.3
Indepth knowledge on management resources	4	30	10.0
The programme outline and course structure	5	20	6.7
Teacher students relationship	6	10	3.3
Intrinsic factors e.g. love for the programme	7	4	1.3

Table 8 shows the rank order result on factors that motivate students with regards to MEP. The study found that teacher motivation was regarded as a key motivation by students ranked as 1st representing 100(33.3%), followed by effective use of instructional materials e.g. TLMs ranked as 2nd representing 80(26.7%), next to it is career plan e.g. becoming a manager ranked as 3rd representing 40(13.3%), Indepth knowledge on management resources (30, 10.0%), the programme outline and course structure (20, 6.7%), Teacher-students relationship (10, 3.3%), and Intrinsic factors e.g. love for the programme (4, 1.3%) ranked 4th, 5th, 6th and 7th respectively. The implication is that the role of motivation in education, especially teaching and learning cannot be disparaged since its play a crucial role in bringing students understanding and enthusiasm in learning. It shows how motivation of students should be the central pivot upon which teaching and learning revolve.

Investigate the Challenges of Students towards Effective Learning of the Programme

The fourth objective was to examine the challenges that students faced regarding the course or programme. Effective learning is very paramount to goals and objectives of students in any course or programme. Despite this, challenges continue to confront students in effective learning of a particular course. In light of this, the study examined the challenges that students go through to achieve effective learning of MEP and the courses that underpin the programme.

Figure 1: Challenge in Studying the Programme
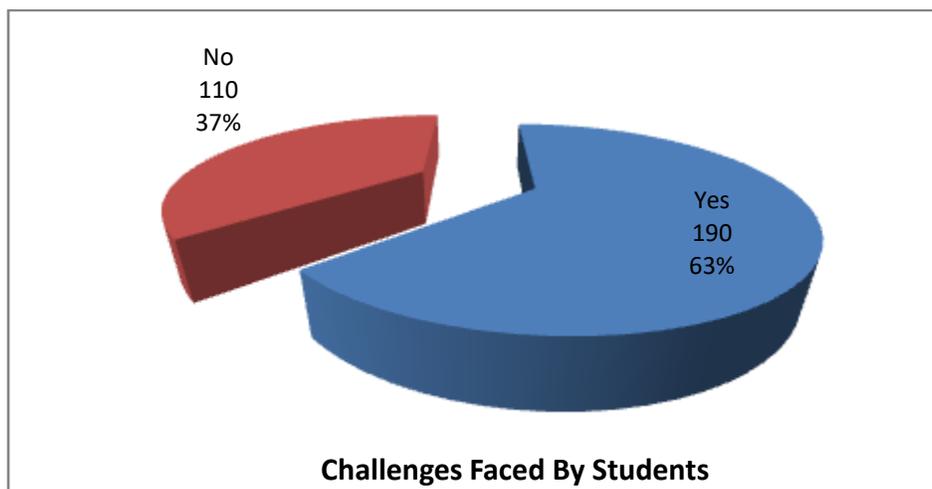
Respondents were asked "Do you have any challenges in studying the programme" and the result is presented in Figure 1. The result shows that majority admitted having challenges in studying the courses under the programme representing 190(63.0%) whilst the rest representing 110(37.0%) admitted no to the programme and the courses. There is a clear

indication that students have challenges generally regarding the programme and the courses that underscore the programme. These challenges can have detrimental effects on students while pursing of the programme; and students developing affection and enthusiasm for the programme.

Table 9: Challenges Faced by Students

Challenges	Rank	Frequency	Percent
Inadequate instructional materials e.g. TLMs, course books etc.	1	70	23.3
Short-span of semester	2	50	16.7
Huge volumes of lecture note	3	40	13.3
Inadequate use of modern educational technology	4	30	10.0
Broader nature of the programme	4	30	10.0
Poor introduction of programme causing fear in students	5	20	6.7
Inadequate practical application of concept	7	10	3.3

Table 9 shows the challenges faced by students in the course(s) within the rank order analysis or results. The result shows that the first key challenge was inadequate instructional materials e.g. TLMs, course books ranked 1st representing 70(23.3%), followed by Short span of semester ranked 2nd representing 50(16.7%), next to this was huge volumes of lecture notes representing 40(13.3); inadequate use of modern educational technology (30, 10.0%), and Broader nature of the programme (30, 10.0%) ranked 4th respectively, followed by Poor introduction of programme causing fear in students ranked 5th representing 20(6.7%) and the least representation was inadequate practical application of concept ranked 6th representing 10(3.3%).

Challenges are part of the MEP as outlined by students. In view of this, respondents were made to provide some form of recommendation to help curtail the diverse challenges faced by students. The result shows that the following recommendations have the capacity to reduce or curtail the challenges including provision of adequate instructional materials (180, 60.0%); effective training for lecturers in order to be competent (128,42.7%); additional time for lecturers(68, 22.7%); use of modern educational technology (188, 62.7%); field trips and workshops should be encouraged (46, 15.3%); and practical teaching level approach should be encouraged among lecturers (24, 8.0%). Critical review of the results shows that effectiveness and efficiency can be achieved when the recommendations are favourably considered and implemented.

DISCUSSION

Educational programmes across the globe have seen the development of diverse innovations by institutions of higher learning to boost up programmes as well as students learning; however, this is very little in developed countries of which Ghana is no exception. The innovations are more focused on IT and other advance technologies which have made teaching and learning effective without time and place constraints. According to Ismail, Gunasegaran, Koh, &Idrus, (2010) the benchmark in modern educational studies is the application of technology which goes beyond mere communication. However, the findings of the study show little use of innovative technology for effective teaching and learning. This can be said to be the fundamental reason for which despite the major benefits of the programme, its real effectiveness have not been realized by the school in recent times. Despite the technological challenge and others such as resource constraints, instructional challenges, life span of the programme, motivation from tutors or lecturers, course structure and others have been immense benefit to students with regards to learning. The programme has developed diverse talent in students thereby helping them to become managers and other important players in organizations across the country and in Africa and the world.

The positive perception towards the programme depicts enormous contribution by the programme towards the development of students. It must be understood that the positive effects of perceived usefulness of the programme on students learning outcome shows the importance of the programme towards national development. The programme has inbuilt courses that prepare students for managerial and administrative positions after schools. This therefore influence students perception and abilities towards the programme.

CONCLUSION

The pursuit of education has been very challenging and at the same time highly effective because of advancement in technology and the use of innovative devices that help teaching and learning. The students of 21st century are much swifter, smarter and intellectually open than their counterparts ten years ago. The technological mantra in the current dispensation require equal match with smarter students. However, when such is compromised students become dull within their educational pursuit. The perception of students towards educational programme is very significant since it forms the foundational prime for altering old age system that jeopardizes the current needs of students. In light of this, the study was conducted to determine the perceived usefulness of MEP on learning outcomes of students. The study stipulated four objectives as guiding post for the achievement of the purpose. The positive impact of perceived usefulness of the programme on learning outcome depicts a huge potential of the programme in

providing the needed skills, values, attitudes and behaviors needed to meet the national goals of the country. It must be noted that the programme has the propensity of developing innovative and knowledgeable students with basic managerial and administrative skills for the world of work. Despite the challenges such as inadequate use of technology in teaching and learning, inadequate instructional materials and many others the course or programme is effective in providing required training to students.

RECOMMENDATIONS

In light of the findings of the study the following recommendations are provided;

1. The use of technology in education management programme cannot be downplayed therefore in order to improve efficiency in teaching and learning as well as by management it is important for management to adopt teaching and learning technologies that improve effective instruction.

2. Educational managers and administrators should adopt new approach that outlines the various links of educational programmes to other disciplines so that integrative approach can be utilized to improve teaching and learning as well as educational management.

3. Educational managers, administrators and tutors should help develop innovative programmes that are attractive to students and motivate them to pursue. Tutors should also adopt motivational strategies that helps to build up or encourages students to learn.

4. Government and policy makers should help schools develop innovative and creative programmes that meet the recent and increasing needs of society.

5. Proper utilization of resources should be ensured by managers, administrators, tutors and governments.

6. Decision making on course(s) and life span of courses are very vital. Literature has shown that educational decisions are mostly fragmented and fuzzy. Therefore there is the need for effective decision making devoid of fragmentation.

LIMITATIONS OF THE STUDY

The study is limited to only students of Department of Management Studies Education, Faculty of Business Studies Education, College of Technology Education. While the measurement scale was self-designed further validation of the scale is needed to improve the reliability of the scale. In addition, the use purposive sampling technique made the study sampled relevant respondents from small section of the entire school and faculty. Since data was collected from small section of the Faculty of Business Studies Education as well as the entire University makes the generalization of its findings problematic.

REFERENCES

Adamson, C. (2012). The role of social media in education. [Online]. Available: http://www.icwe.net/oeb_special/OEB_Newsportal/the-role-of-socialand- mobile-media-in-education/

Addae-Mensah, M. (2000). The concept of educational management in Africa and United States, Management Science, 12(23), 98-171.

Akyeampong, N. M., Malink, J. &Marktin, J. K. (2007). Education and management, Exploring the link, Management Science, 46, 186-204.

Ampiah, A. B. (2002). Perceived usefulness, ease of use and usage of information technology: Educational management programme, a replication, MIS Quarterly, 16: 227–247.

Dalsgaard, C. (2006). Social software: E-learning beyond learning management systems. European Journal of Open Distance and e-Learning, 2, 57-125.

Davis, F. D. (1993). User acceptance of information technology: System characteristics, user perceptions and behavioral impacts, 2(1), 67-101.

Davis, F. D., Bagozzi, R. P., &Warshaw, P. R. (1989). User acceptance of computer technology: A comparison of two theoretical models, Management Science,35, 982-1003.

Deng, W. J., Doll, A. R., Hendrickson, M. &Scazzero, J. A (2005). A multi-group analysis of structural invariance: An illustration using the technology acceptance model," Information & Management, 42, 745-759.

Effah, R. (2003). The Scope and Functions of Educational Management, Journal of Information & Management,2(42), 101-239.

Elkaseh, A. M., Wong, K. W. & Fung, C. C. (2016). Perceived ease of use and perceived usefulness of social media for e-Learning in Libyan higher education: A Structural equation modeling analysis, International Journal of Information and Education Technology, 6(3), 26-98.

Fayol, H. (1916). The concept of management: principles of management in review, International Journal of Business and Social Science, 1(2), 1-76.

Ismail, I., Gunasegaran, T., Koh, P. P. &Idrus, R. M. (2010). Satisfaction of distance learners towards mobile learning in the University Sains Malaysia, Malaysian Journal of Educational Technology, 10(2), 47-54.

Jabr, N. H. (2011). Social networking as a tool for extending academic learning and communication, International Journal of Business and Social Science, 2, 93-102.

Jones, J., Waits, T., & Lewis, L. (2010). Use of social networking tools in educational pursuit, International Review of Research in Open and Distance Learning, 2(3), 56-101.

Lee, J. S., Cho, H., Gay, G., Davidson, B., &Ingraffea, A. (2003). Technology acceptance and social networking in distance learning, Educational Technology & Society, 6(2), 50-61.

Liu, T. (2009). On-line learning adoption intention: comparing the predictive power of two competing models, Journal of Engineering and Technology Management, 2(1), 30-90.

Ministry of Education Science and Sports (MOESS), 2007). Educational management reports, Ghana, retrieved from www.ministryof/science/youth/sports.gh.com21/06/2016.

Salas, A. (2016). Literature review of faculty-perceived usefulness of instructional technology in classroom dynamics, Contemporary Educational Technology, 7(2), 174-186.

Shen, D., Laffey, J., Lin, Y., & Huang, X. (2016). Social influence for perceived usefulness and ease-of-use of course delivery systems, Journal of Interactive Online Learning, 5(3), 11-78.

Shen, D., Morosan, C., Marrian, B. &DeFranco, A. (2015). Technology adoption: Examining the relationships between e-commerce expenses and hotel performance, International Journal of Hospitality, Management, 55,99-121.

Shen, D., Laffey,J., Lin, Y. & Huang, X. (2006). Social influence for perceived usefulness and ease-of-use of course delivery systems, Journal of Interactive Online Learning, vol.1, No. 1, Retrieved [May12, 2014] from http://www.ncolr.org/jiol/issues/PDF/5.3.4.pdf

Sloan, C. (2005). Retrieved on Feb. 2005, from http://www.sloanc/org/resources/survey.asp.

Wahid, F. (2007). Using the technology adoption model to analyze internet adoption and use among men and women in Indonesia, The Electronic Journal of Information Systems in Developing Countries,32.

World Bank (2007). Educational management and financing issues across the world, World Bank website retrieved 21/06/2016.

World Bank (2006). Education, Finance and Budgeting, World Bank website retrieved on 21/06/2016