

# Level of Lecturers' Possessed Leadership Instructional Competencies in Implementing OTM Curriculum in Public Tertiary Institutions in Rivers State for Acquisition of Employability Skills Among Students

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## **Abstract**

*The study on level of lecturers' possessed leadership instructional competencies in implementing OTM curriculum in tertiary institutions in Rivers State was necessitated by the need to ensure that students adequately acquire leadership skills for effective performance in employment upon graduation. One research question guided the study and two null hypotheses were tested. Descriptive survey research design was used in the study. Population of all 69 OTM lecturers in all five public tertiary institutions in Rivers State was studied without sampling because the size was not large. A five-point rating scale questionnaire containing 13 items with options of very high level, high level, moderate level, low level and very low level and validated by experts in the field was used for data collection. The instrument was administered to 20 OTM lecturers from the University of Uyo who were not part of the study population and measure of internal consistency method with Cronbach alpha was used to establish the reliability of the instrument which yielded a reliability coefficient value of 0.92. Sixty-five out of the 69 copies of instrument administered were retrieved and used for the study. The arithmetic mean was used to answer the research question while Analysis of Variance (One-way ANOVA) and t-test were used to test the null hypotheses at 0.05 level of significance. A Tukey Post Hoc Test of multiple comparisons was further conducted. The Statistical Package for Social Sciences (SPSS) version 25.0 was used for data analysis. It was found among others that OTM lecturers possessed high level of leadership competencies for implementing the curriculum. Based on the findings, it was concluded that level of leadership competencies possessed by lecturers is not a causative factor to the lack of employability skills among OTM graduates from the institutions. It was, therefore, recommended among others that Heads of Departments of OTM programme should encourage*

*lecturers by recommending them for sponsorship to suitable training programmes.*

**Keywords:** *Leadership competencies, curriculum, curriculum implementation, employability skills, Office Technology and Management, public tertiary institutions.*

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## **Introduction**

Curriculum is a structured series of intended learning experiences and the instrument by which educational institutions seek to translate the expectations of the society into concrete reality. It is the sum total of all means applied by institutions of learning to promote what society and education consider as desirable (Esene, 2014). Curriculum implementation is a network of various activities that are involved in translating curriculum contents into classroom activities and changing the people's attitudes to accept and participate in such activities (Ukata et al., 2017). Expectedly, implementing the new ICT-driven Office Technology and Management (OTM) curriculum has thrown up various new issues such as the level of leadership instructional competencies of the lecturers (Oludele and Dosunmu, 2013; Ukata, 2019 & Ukata, 2017).

Office Technology and Management (OTM) is an efficient, effective, productive and functional educational programme, which leads to self-employment, self-reliance and consequently self-actualization. OTM focuses on combining office information technical skills with adequate and relevant business knowledge in providing solutions to organizational problems (Ojo and Akhademe, 2016). The roles of instructional competencies in OTM curriculum implementation as highlighted by Asaolusa-wordpress (2020) include making teaching learner-centered, task or activity-based, resource-based, interactive in nature, peer collaboration, use of concrete materials, to promotes learning among all categories of learners.

Lecturers' instructional competencies include professional knowledge, effective classroom management, academic and industries collaborations, assessment, evaluation and monitoring, adaptive to instructional trends and development of lesson plan, which are all subject to the kind of instructional techniques adopted by them (Kumar, 2013). Instructional competencies used by OTM lecturers for adequate curriculum implementation are not limited to leadership competencies as the focus of this study. Shrm (2021) postulated that leadership competencies are skills and behaviours of a teacher that contribute to their effective performance. Leadership competencies assist tertiary institution lecturers to groom leaders with skills to solve societal problems for nations and organizations. Essential teacher leadership competencies include preparing and imparting skills to learners for future leadership positions in private and public organizations with focus on creating competitive advantage.

These include ability to teach learners how to be visionary, manage change, solve problems and make wise decisions, engage in organizational politics and influence others, take calculated risks and be innovative in goals getting.

Over the decades, even with the evolution of effective classroom management, most OTM lecturers and students have depended on orthodox instructional techniques. Such as "write with chalk and talk", "talk and write", "write and explain," "listen and take note", and "memorize and recite" which have proved to be grossly inadequate for effective teaching and learning especially when used alone in curriculum implementation (Ukata, 2019). Such instructional techniques popularly known as teacher-centered or lecture method which regard students as empty vessels to be filled by the lecturer are incapable of developing the needed

employability skills in OTM students. To effectively implement these objectives adequately, lecturers are expected to possess leadership instructional competencies (Andy-Wali and Wali, 2018; Edinyang, Effiom and Opoh, 2020; Oke, 2019 & Okeke and Dike, 2019).

The OTM curriculum has been implemented in Nigerian tertiary institutions for close to two decades yet there are reports from employers in Nigeria generally and Rivers State in particular that the National Diploma and Higher National Diploma graduates do not seem to demonstrate adequate skills and competencies for effective performance in the 21<sup>st</sup> Century workplace. Consequently, scores of the graduates remain unemployed several years after graduation. This unhealthy situation could be as a result of lack of leadership instructional competencies among OTM lecturers to effectively implement the curriculum and help learners develop adequate employability skills. Employability skills are set of skills, attitudes and behaviours that are necessary for gaining and progressing in employment (Joshua, 2021). They are skills that enhance employees' work performance by minimizing errors and promoting collaboration with co-workers (Targetcareers, 2020).

The subjects of this study are male and female OTM lecturers with different levels of educational attainment and years of teaching experiences in state and federal public tertiary institutions in Rivers State. These variables are likely to influence their leadership instructional competencies in OTM curriculum implementation for adequate development of employability skills. Educational attainment is the level of academic or education qualifications possessed by lecturers in OTM programme.

Lecturers with higher degrees such as (PhD and M.Sc./M.Ed.) are expected to possess higher level of leadership instructional competencies than those with HND/B.Sc./B.Ed. Taiwo and Ajayi (2015) averred that how well lecturers demonstrate leadership instructional competencies depend on their level of educational qualification, training and retraining, age and teaching experience. Taiwo et al., (2015) further posited that teachers' educational attainment can have great influence on their perception of factors affecting effective teaching and learning as well as their understanding of the subject matter, selection of tools and use of appropriate instructional strategies and classroom management skills in teaching.

Institution ownership refers to the bodies that own tertiary institutions in the area of study that run OTM programme either as a course or an option in business education programme which are federal government, state government and non-public organizations. Institution ownership plays a major role on OTM lecturers' level of leadership instructional competencies in curriculum implementation for developing employability skills among students (Top Education Degrees, 2020). This is because, federal institutions may provide better salary packages, better teaching environments, aids, laboratories, motivation, worker-friendly policies and staff development programme than state institutions. Consequently, the influence of these respondent variables on the level of leadership instructional competencies possessed by the OTM lecturers in implementing the curriculum was covered in the study.

### **Problem of the Study**

The OTM curriculum has been implemented for almost two decades in Nigeria and churned out several graduates who are expected to use their skills to seamlessly secure paid employment in public and private organizations or set up their own enterprises and create employment for others to reduce the level of graduate unemployment. However, the rate of unemployment generally and graduate unemployment in particular especially among OTM graduates has continued to increase therefore defeating the main objective of the programme.

The researchers are worried that OTM graduates are judged unemployable by employers of labour due to lack of employability skills despite the rich contents of the curriculum and the number of years it has been implemented in the country. The view that level of leadership instructional competencies possessed by the lecturers for effective curriculum implementation does not have empirical evidence.

Therefore, the study was conducted to confirm or debunk it while providing empirical data to enable relevant stakeholders take objective remedial actions to enhance acquisition of employability skills among OTM graduates to enable them secure employment and reduce the level of graduate unemployment in the country.

### **Purpose of the Study**

The purpose of this study was to determine the level of lecturers' possessed leadership instructional competencies in implementing OTM curriculum in public tertiary institutions in Rivers State for students to acquire employability skills.

### **Research Question**

One research question guided the study, thus:

1. What is the level of lecturers' possessed leadership instructional competencies in implementing OTM curriculum in public tertiary institutions in Rivers State for students to acquire employability skills?

### **Hypotheses**

The following null hypotheses tested at 0.05 level of significance:

1. Educational attainment does not significantly influence lecturers' mean ratings on their level of possessed leadership instructional in implementing OTM curriculum in public tertiary institutions in Rivers State (PhD, M.Sc./M.Ed., B.Sc./B.Ed./HND).
2. There is no significant difference in lecturers' mean ratings on their level of possessed leadership instructional competencies in implementing OTM curriculum in public tertiary institutions in Rivers State based on institution ownership (federal and state).

### **Methodology**

This study adopted descriptive survey research design. Descriptive survey research design was adopted for the study. The population of this study was all the 69 OTM lecturers from five tertiary institutions (two universities, two polytechnics and one college of education) in Rivers State that offer the programme. The entire population was studied without sampling because the size was small. A five-point rating scale questionnaire containing 13 items with options of very high level, high level, moderate level, low level and very low level was used for data collection.

The questionnaire was subjected to face and contents validation by three experts from the Faculty of Education, Nnamdi University, Awka. To ascertain the reliability of the instrument, the measure of internal consistency method was adopted. The instrument was administered to 20 lecturers from the University of Uyo who were not part of the study population and data analysis with Cronbach Alpha yielded a reliability coefficient value of 0.92. This high reliability coefficient value show that the instrument was reliable for the study as recommended by Nworgu (2015) that a research instrument with a reliability index of 0.70 and above is reliable.

The researchers personally administered copies of the questionnaire to the respondents in their schools with the help of four research assistants who were adequately briefed on the method. The researchers first visited the tertiary institutions to establish connection with the

relevant heads of the OTM department for collaboration. Thereafter, the researchers and their assistants visited the institutions again and delivered the required number of copies of the instrument to the Heads of the Department for distribution to their lecturers for completion and agreed on when to revisit to retrieve the completed copies within five working days. On the agreed dates, the researchers and their assistants revisited the institutions and retrieved completed copies of the instrument from the Heads of Department. Out of the 69 copies of the instrument distributed, 65 copies were correctly filled, retrieved and used for data analysis.

The arithmetic mean and standard deviation were used to answer the research question and ascertain how homogeneous or heterogeneous the respondents' opinions were relative to the questionnaire items and the extent to which scores in the distribution clustered around the mean. The inferential statistics of Analysis of Variance (One-way ANOVA) and Independent Sample t-test were used to test the null hypotheses at 0.05 level of significance. A null hypothesis was rejected where the calculated significant (Sig.) value, (p- value) was greater than or equal to ( $\geq$ ) the alpha value of 0.05. Otherwise, the null hypothesis was not rejected. The data analysis was carried out using Statistical Package for Social Sciences (SPSS) version 25.??A Tukey Post Hoc Test of multiple comparisons was further conducted to show if there was a honest statistical significant difference in the means and significant (sig.) values as well as where the difference actually existed between B.Sc./B.Ed./HND and M.Sc./M.Ed., B.Sc./B.Ed./HND and PhD, M.Sc. and PhD. Tukey Post Hoc Test of multiple comparisons also helped in taking a definite decision about the result and interpretation.

## Results

**Table 1: Respondents' mean ratings on their level of possessed leadership instructional competencies in implementing OTM curriculum** N = 65

SN	Leadership Competencies	$\bar{X}$	SD	Remarks
	Ability to			
1	Develop learners' visionary abilities	3.64	.79	High Level
2	Demonstrate effective resources management	3.56	.88	High Level
3	Exemplify different leadership styles	3.63	.82	High Level
4	Explain how to identify business opportunities	3.76	.78	High Level
5	Illustrate how to manage real life challenges	3.66	.85	High Level
6	Motivate people to be influential in life	3.61	.89	High Level
7	Demonstrate how to motivate people to be committed to organizational goals	3.63	.91	High Level
8	Epitomize how to be innovative in value creation with little resources	3.50	.98	High Level
9	Demonstrate real life initiative skills	3.61	.97	High Level
10	Apply ideas for designing human development	3.49	1.0	Moderate Level
11	Demonstrate good values management	3.49	1.01	Moderate Level
12	Exemplify empathy in handling complex demands	3.93	.78	High Level
13	Epitomize religious tolerance among groups	3.83	.78	High Level
	<b>Cluster mean</b>	<b>3.64</b>		<b>High Level</b>



Table 1 indicates that mean scores for 11 out of the 13 listed leadership instructional competencies in OTM curriculum implementation to enable students acquire employability skills ranged from 3.50 to 3.93 which means that the OTM lecturers possessed them at a high level. The remaining two competencies have mean scores of 3.49 and 3.49 showing that the lecturers possessed them at a moderate level. However, the cluster mean score of 3.64 shows that OTM lecturers in the area of study possessed leadership instructional competencies in implementing OTM curriculum to enable students acquire employability skills at a high level. The standard deviations for 11 out of 13 listed items are within the same which shows that the respondents were homogeneous in their ratings on the level of their possessed leadership instructional competencies. The standard deviations for the remaining items are outside the range showing that the respondents were heterogeneous in their opinions on the level at which they possess them.

**Table 2: ANOVA summary on difference in the mean ratings of OTM lecturers on their level possessed leadership instructional competencies in curriculum implementation based on educational attainment**

Sources of Variance	Sum of Squares	Df	Mean Square	F-cal.	Sig.(P-value)	Decision
Between Groups	3.579	2	1.790	1.983	.146	Significant
Within Groups	55.959	62	.903			
<b>Total</b>	<b>59.538</b>	<b>64</b>				

Table 2 shows a calculated F-value of 1.96 with a significant (sig.) p-value of 0.14 which is greater than the alpha value of 0.05 ( $0.14 > 0.05$ ) at degrees of 2 and 62. This means that there is significant difference in the mean ratings of the OTM lecturers on their level of possessed leadership instructional competencies in implementing curriculum for students to develop employability skills based on educational attainment. Therefore, the null hypothesis was rejected. The Levene's Test of Homogeneity of Variances shows that there was no variances in the samples to account for possible means differences. Since the p-values of 0.24, 0.45, 0.45, and 0.30 were greater than 0.05 alpha level, the ANOVA Tukey Post Hoc Test of multiple comparisons became necessary as the ANOVA test did not indicate which pair of the educational attainment that had the statistical significant difference. The result shows that there was no honest statistical significant difference in means between M.Sc./M.Ed., and PhD with p-values of 0.13 and 0.13. However, the test shows that there was an honest statistical significant difference between B.Sc./B.Ed./HND and M.Sc./M.Ed. with ( $p = 0.58$ ), or between B.Sc./B.Ed./HND and PhD (see appendice A, details of tested hypothesis 1, pages 13-14).

**Table 3: t-Test summary on difference in the mean ratings of OTM lecturers on the level of their possessed leadership competencies for curriculum implementation based on institution ownership**

Sources of Variation	N	$\bar{X}$	SD	Df	t-value	p-value(Sig. (2-tailed))	Decision
State	48	3.416	1.02	63	-1.007	.31	Significant
Federal	17	3.705	.98				H <sub>09</sub> Rejected

Data on Table 3 show a calculated t-value of -1.00 with a significant (sig.) p-value of 0.31 which is greater than the alpha value of 0.05 ( $0.31 > 0.05$ ) at degrees of 63. This means that there is significant difference in the mean ratings of the OTM lecturers on their level of possessed leadership competencies for implementing curriculum for students to develop employability skills based on institution ownership. Therefore, the null hypothesis (H<sub>09</sub>) was rejected (see appendice A, details of tested hypothesis 2, pages 14-15).

### Discussion

Findings of the study show that the OTM lecturers possessed leadership instructional competencies at a high level for implementing the curriculum for students in public tertiary institutions in Rivers State to acquire employability skills. This finding is in line with the report of Andy-Wali and Wali (2018) that lecturers' high leadership practices in the case of university were mostly transformational as they were mostly supportive of students' aspirations. Andy-Wali and Wali added that the four highly coded themes that characterized participants' positive experiences of academic participation were quality of teaching and learning, academic versatility, supportive academic leadership and lecturers' accessibility (Andy-Wali and Wali, 2018). The finding also aligns with the finding of Edinyang, Effiom and Opoh (2020) which revealed that there was significant relationship between academic staff motivation, promotion of staff development programmes through workshops and seminars and the quality of Social Studies teaching.

Furthermore, the finding agrees with the report of Oke(2019) which outlined leadership skills highly needed by teachers for effective curriculum implementation in early childhood education to include personal disposition/attitudes, risk taking, advocacy, humanitarian, communication, collaboration. Others are contents knowledge and classroom management, creativity and innovation, instructional resource management, leadership, administration, assessment, decision making, goal setting, strategic planning, motivation, problem solving, financial management, time management and mentoring/counseling. The fact that the OTM lecturers possessed 11 of the listed leadership instructional competencies for implementing the curriculum at a high level to enable students acquire employability skills shows the central role of such competencies in curriculum implementation.

Findings of this study further disclosed that the OTM lecturers differed significantly in their mean ratings of the level at which they possessed leadership instructional competencies as a result of their educational attainment. This finding agrees with that of Taiwo and Ade-Ajayi (2015) which revealed that teachers' educational attainment can have great influence on perceived factors affecting effective teaching and learning. The authors advanced that educational attainment of teachers can have influence on their understanding of the subject matter, selection of tools, use of appropriate instructional strategies, classroom management and skills applied in teaching. It was also found that a significant difference exists in the level leadership instructional competencies possessed by the OTM lecturers as a result the ownership of their institutions. This finding agrees with Top Education Degrees (2020) which reported that

institutional ownership plays a major role on lecturers' level of possessed modern instructional competencies for developing employability skills among students. This is because federal institutions tend to provide better salary packages, teaching environments, aids, laboratories, motivation, workers friendly policies, compensation and staff development programme than state.

### **Conclusion**

Based on the findings of the study, it was concluded that the level at which lecturers possessed leadership instructional competencies for implementing OTM curriculum is sufficient to develop employability skills of OTM students in public tertiary institutions in Rivers State. This means that other factors are responsible for the inadequate acquisition of employability skills among graduates of the programme in the area of the study.

### **Recommendations**

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

1. Heads of Departments of OTM programme should encourage lecturers by recommending them for sponsorship to suitable training programmes, workshops, seminars and conferences to sustain and enhance their level of possessed leadership instructional competencies for effective curriculum implementation.
2. Heads of Departments of OTM programme should encourage cooperative teachings by pairing experienced and competent lecturers with newly employed lecturers to enhance their level of possession of modern instructional competencies for implementing OTM curriculum for students to develop employability skills.

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**APPENDICE A**  
**Details Of Tested Hypotheses 1 - 2**

<b>HYPOTHESIS 1</b>
DATASET ACTIVATE DataSet1.
ONEWAY ITEM27 BY EDUCATIONAL ATTAINMENT
/STATISTICS DESCRIPTIVES HOMOGENEITY
/MISSING ANALYSIS
/POSTHOC=TUKEY ALPHA(0.05).

<b>Descriptives</b>								
Ability to develop learners' visionary abilities								
	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		

BSC/ BED/ HND	2	3.500 0	.70711	.50000	- 2.853 1	9.8531	3.00	4.00
MSC/ MED	14	4.214 3	.69929	.18689	3.810 5	4.6180	3.00	5.00
PHD	49	3.653 1	1.0114 1	.14449	3.362 5	3.9436	1.00	5.00
Total	65	3.769 2	.96451	.11963	3.530 2	4.0082	1.00	5.00

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Ability to develop learners' visionary abilities	Based on Mean	1.457	2	62	.241
	Based on Median	.796	2	62	.456
	Based on Median and with adjusted df	.796	2	57.65 8	.456
	Based on trimmed mean	1.209	2	62	.305

ANOVA					
Ability to develop learners' visionary abilities					
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	3.579	2	1.790	1.983	.146
Within Groups	55.959	62	.903		
Total	59.538	64			

Post Hoc Tests						
Multiple Comparisons						
Dependent Variable: Ability to develop learners' visionary abilities						
Tukey HSD						
(I) Education al Attainme nt	(J) Educational Attainment	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
BSC/BE D/HND	MSC/MED	-.71429	.71816	.583	-2.4388	1.0102
	PHD	-.15306	.68535	.973	-1.7988	1.4926
MSC/ME D	BSC/BED/H ND	.71429	.71816	.583	-1.0102	2.4388
	PHD	.56122	.28790	.134	-.1301	1.2526

PHD	BSC/BED/H ND	.15306	.68535	.973	-1.4926	1.7988
	MSC/MED	-.56122	.28790	.134	-1.2526	.1301

<b>HYPOTHESIS 2</b>
DATASET ACTIVATE DataSet2.
T-TEST GROUPS = INSTITUTIONAL OWNERSHIP(1 2)
/MISSING=ANALYSIS
/VARIABLES=ITEM39
/CRITERIA=CI(.95).

Group Statistics					
	Institutional Ownership	N	Mean	Std. Deviation	Std. Error Mean
Epitomize religious tolerance among groups	State	48	3.4167	1.02798	.14838
	Federal	17	3.7059	.98518	.23894

Independent Samples Test										
		Levene's Test for Equality of Variance s		t-test for Equality of Means						
				F	Sig.	T	Df	Sig. (2- taile d)	Mean Differe nce	Std. Error Differe nce
		Lower	Upper							
Epit omi ze reli gio	Equal varian ces assum ed	.0 41	.8 39	- 1.007	63	.318	- .28922	.28711	- .862 96	.284 53

us tole ran ce am ong gro ups	Equal varian ces not assum ed			- 1.028	29 .2 38	.312	- .28922	.28126	- .864 26	.285 83
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